

**University of Houston-Victoria
School of Education
and
Human Development
Student Teacher
Handbook**

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ACKNOWLEDGMENTS

This handbook is designed to serve as a guide for students, cooperating teachers, field supervisors, and district administrators regarding the placement and operation of the student teacher program at the University of Houston-Victoria. Field supervisors, cooperating teachers, and university faculty have contributed greatly to its publication. Ideas and suggestions have been gleaned from the review of other handbooks from other institutions.

In addition to those who have contributed to the writing of this handbook, University of Houston-Victoria is indebted to area school districts that provide placements for field experiences and student teaching during these important phases of teacher preparation. The mentoring and professional guidance UHV students receive from school personnel is critical in their development as teachers. UHV gratefully acknowledges the many contributions the teachers and administrators of area school districts make towards our program.

Welcome to Student Teaching

Student teaching is the culminating phase of your professional preparation in becoming a classroom teacher. It provides an intensive and extended teaching experience that offers you a supervised laboratory in which to apply the methods and strategies you have been taught in your professional education courses.

During your student teaching experience, you will develop new skills and understandings about teaching. You will re-examine your professional knowledge about teaching strategies, subject matter, learners, and society in general. You will re-examine your feelings, motivations, attitudes, values, knowledge, and skills through experimentation, self-analysis, reflection, observation, and consultation with others. You will begin to synthesize your coursework, training, workshops, and background experiences in the context of classroom teaching.

You will find student teaching to be an exciting, meaningful, fulfilling, and rewarding experience. It will be a tremendous learning experience as you assume the responsibilities of the regular classroom teacher. You will want to take full advantage of the experiences and advice of both your district and field supervisors. Your ability to build and sustain positive relationships with the total educational team assisting you during the student teaching experience will prove to be invaluable to you. Be sure to ask questions, raise issues, and talk about concerns and uncertainties. Take full advantage of this learning opportunity!

On behalf of the faculty and staff of the University of Houston-Victoria, best wishes for a productive and successful student teaching experience.

Legal Status of the Student Teacher

"A person assigned to perform student teaching in a student teacher center is entitled to the same protection of law accorded to the supervising teacher and the principal of the school in which the student serves. While serving as a student teacher, a person shall comply with the rules of the school of the board of trustees of the district serving as the student teacher center."

Source: Texas School Law Bulletin, chap., 13 sec. 906 (a) "Except as otherwise provided in this section, a student teacher may not be required to serve as a substitute teacher."

Source: Texas School Law Bulletin, chap. 13, sec. 906 (d)

Student Teacher Responsibilities

Dedication

1. Make student teaching a top priority for the semester.
2. Report to the school setting on time and remain until the designated end of the school day.

Organization

1. Notify the school and the cooperating teacher about the dates of the student teaching seminars.
2. Turn in a weekly teaching schedule to your field supervisor. Notify him/her if changes occur in this schedule.
3. Notify the school, the cooperating teacher, and the field supervisor as soon as possible if absent due to illness is necessary.

Preparation

1. Provide the cooperating teacher with written lesson plans at least two days in advance.
2. Prepare in advance all teaching materials/technology to alleviate misuse of time and misbehavior of students.
3. Read a variety of resource materials beyond the text materials in order to add enrichment to the lesson.
4. Plan for the most efficient methods for carrying out classroom procedures and lesson transitions.
5. Allow for flexibility in teaching by planning for interruptions or time constraints.

Instruction

1. Know and understand the major principles and concepts of the material to ensure high levels of teaching competence.
2. Sequence instructional events to enhance student understanding.
3. Observe the behavior and learning styles of students in a world of diverse cultures in order to create a classroom atmosphere that enhances multicultural understanding.
4. Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills.
5. Become competent in creating and using instructional materials and techniques that are consistent with the instructional level of the students.
6. Present directions in a clear, sequential manner.
7. Develop critical thinking through the use of thought-provoking questions.
8. Choose a variety of assessment tools and teach students to use self-evaluation.
9. Provide lesson activities that require cooperation and teamwork.
10. Encourage creativity by accepting students' ideas to enrich classroom experiences.

Student Relations

1. Create and maintain a positive learning environment by demonstrating respect for each student.
2. Develop with the cooperating teacher a specific classroom management plan that complements both the existing plan and your strengths as a new teacher.
3. Maintain a firm, but friendly relationship with each student.
4. Be aware of the students' social and emotional needs.
5. Be a respectful listener.

Professionalism

1. Wear appropriate professional attire. Respect the dress attire approved by the school campus.
2. Develop an individual plan for self-evaluation.
3. Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
4. Be discreet with any confidential information.
5. Become familiar with the school organizations and programs by attending any school and/or parents meetings when appropriate.
6. Attend all mandatory seminars.
7. Establish professional relationships by interacting with school personnel (administrators, faculty, and support staff), students, and parents.
8. Be familiar with school policies and procedures.

Student Teaching Orientation Experiences

I. General Orientation Experiences

Meet Building Personnel:	Locate Building Areas:
___ principal	___ tour the building
___ secretary	___ media center/library
___ unit teachers	___ outdoor areas
___ other teachers	___ cafeteria
___ special teachers	___ gymnasium
___ custodian	___ teacher's work area
___ other personnel (media, etc.)	___ office (nurse)
___ supply room/audio-visual equipment	

II. Discussion with Cooperating Teacher

School Policy:	Unit or Room Policy:
___ discipline	___ classroom rules
___ fire/disaster drill	___ curriculum
___ injuries/illness	___ teacher manuals
___ absence	___ basic routine
___ rules	___ management techniques
___ faculty meetings	___ students with special needs
___ parking	___ record keeping
___ school calendar	___ grouping
___ use of media center	___ available resources
___ use of copy machines, etc.	___ multicultural issues

III. Observation of the Cooperating Teacher's Procedures

___ lecture	___ questioning techniques
___ use of textbook	___ reinforcement
___ discussion	___ feedback
___ time management	___ student/teacher interaction
___ whole class work	___ directions
___ small group work	___ listening
___ cooperative learning	___ synthesis
___ groups work simultaneously	___ conclusions/closure
___ individualization	___ evaluation
___ students with disabilities	___ discipline
___ gifted children	___ motivational strategies
___ ESL children	___ short term objectives
___ communication	___ long range objectives
___ pacing	___ parent/teacher interaction
___ lesson plans	___ teacher/teacher interaction

If you have other questions, write them down so you don't forget them. And remember, approach your first meeting with enthusiasm and confidence.

Cooperating Teacher Responsibilities

Preparation

1. Prepare the classroom students to receive the student teacher as a professional co-worker.
2. Prepare a workspace for the student teacher with a desk, chair, shelves, curriculum guides, and teaching materials.
3. Participate in a cooperating teacher orientation session with the field supervisor.

Orientation

1. Orientate the student teacher to:
 - a. the students,
 - b. the classroom procedures,
 - c. the school calendar and daily schedule,
 - d. the building facilities and resources,
 - e. the personnel—administrators, faculty, and staff,
 - f. school policies and procedures,
 - g. the nature of the community, and
 - h. professional opportunities.

Induction

1. Provide a gradual induction to the teaching process by modeling appropriate planning and teaching, as well as explaining the purpose. An example is provided.
2. Demonstrate methods and resources for creating daily lesson plans that are sequential and integrated.
3. Demonstrate the use of curriculum guides, teachers' manuals, and other resources for your grade/subject level.
4. Explain the philosophy of classroom management, the specific techniques that are to be used, and how management is to occur when the cooperating teacher and student teacher are both in the classroom.
5. Choose a specific time for planning together on a daily/weekly basis.
6. Guide the student teacher toward effectiveness by:
 - a. monitoring effective use of time,
 - b. requiring written lesson plans two days in advance of teaching,
 - c. creating a climate that encourages questioning and self-reflection,
 - d. praising and encouraging,
 - e. keeping interactive lines of communication open,
 - f. discussing problems frankly, one at a time,
 - g. sharing professional experiences and materials,
 - h. capitalizing on the special interests, talents, and abilities of a student teacher in order to enrich the curriculum,
 - i. encouraging the use of alternative instructional and management techniques, and
 - j. guiding the acceptance of varied school duties and tasks which represent a teacher's workload.
7. Explain the methods of record keeping for attendance, tardiness, grades, conduct, etc.
8. Discuss emergency and health procedures such as fire drills, illness, fighting, etc.

9. Allow the student teacher to assume full responsibility of the classroom instruction and management for one two-week sessions for a single placement and one one-week session for a dual placement during the semester.
10. Give specific instruction on how to set up a classroom for the beginning of the year.

Evaluation

1. Promote daily interactive discussions that encourage reflective thinking about the strengths and weaknesses of the student teacher's effectiveness in the planning/teaching process.
2. Assist the student teacher in implementing recommendations received during the daily evaluation sessions.
3. Confer with the field supervisor on a continuing basis. Performance problems should be identified and discussed as early as possible.
4. Free the student teacher to confer with the field supervisor following the observation.
5. Write weekly, mid-point and final evaluations of the student teacher's progress and discuss them with her/him.
6. Participate in a three-way evaluation conference with the student teacher and supervisor at the mid-point and final evaluation.

Professionalism

1. Accept each student teacher as an individual and refrain from comparison of her/him with previous student teachers.
2. Free the student teacher to attend all mandatory seminars which are part of her/his student teaching experience.
3. Leave the student teacher alone in the classroom so that s/he can have a feeling of independence and an opportunity to learn from her/his mistakes. Be sure this occurs gradually, and indicate where you may be located in case of an emergency.
4. Introduce the student teacher to professional journals, resources, and organizations.
5. Involve the student teacher in faculty and curriculum meetings, parent meetings, ARD meetings, and parent/teacher conferences when appropriate.

Field Supervisor Responsibilities

Liaison

1. Act as a liaison between the participating schools and the UHV College of Education and Human Development. This includes communication with principals, cooperating teachers, student teachers, and the Director of Field Experiences.

Instruction

1. Conduct a student teacher orientation at the beginning of the semester that emphasizes responsibilities (academic, moral, ethical, legal) and the information needed to make a smooth transition from being a university student to being a successful teacher.
2. Conduct a local orientation for cooperating teachers to provide information concerning the program, required responsibilities, and effective communication with the student teacher and field supervisor.

Evaluation

1. Observe, assess, and evaluate student teachers on a regular basis regarding teaching, planning, management, and professionalism.
2. Guide the student teacher's growth in reflective thinking and self-evaluation.
3. Evaluate the student teacher's lesson plans and provide verbal and /or written feedback.
4. Complete a minimum of six observations completing observation forms. (See Supervision Suggestion Schedule) Complete with the cooperating teacher a mid-point and final evaluation of each student teacher and write recommendations. If the student teacher is student teaching in a dual placement, a mid-point and final evaluation must be completed for each student teaching assignment.
5. Participate in a three-way evaluation conference (at least 20 minutes) with the student teacher and cooperating teacher at the mid-point and end of the semester.
6. Provide the student teacher with a "Growth Plan" if there are problematic areas that need special attention. In such instances, the Director of Field Experiences must be contacted by the university supervisor to discuss the need for a Growth Plan. The development of a Growth Plan must first be approved by the Director of Field Experiences. If a Growth Plan is developed, it will be constructed by the cooperating teacher, university supervisor, and the Director of Field Experiences. Implementation of the Growth Plan must adhere to university guidelines and

requires the approval of the Director of Field Experiences and signatures from the cooperating teacher, and university supervisor.

7. Document thoroughly any infractions of school policy or professionalism, as well as unsatisfactory progress in classroom instruction and management.

Professionalism

1. Communicate regularly with the Director of Field Experiences about areas of concern or make suggestions for programmatic changes.
2. Serve as a mentor to a new student teaching supervisor, if requested.
3. Unless there are extreme circumstances, no placement arrangements can be changed during the student teaching semester without the knowledge of the Director of Field Experiences.
4. Student teachers are required to fulfill the teaching assignments at the assigned placement(s).

Policies and Procedures

Length of Semester

The Student Teaching semester has been designated as twelve (12) weeks or 60 days in the classroom setting. Upon the approval of the cooperating teacher and the field supervisor, student teachers may be released after the completion of twelve weeks or 60 days in the classroom. If it is determined that the student teacher will benefit from more time in the classroom, the semester will be extended to fifteen (15) weeks. Professional Seminars dates do not count as part of the 12 weeks or 60 days of student teaching. Student teachers should attend the Professional Seminar in the same region where they will be doing their student teaching.

Absences

Student teachers are expected to be in attendance at their cooperating school each day. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the student teacher to inform the cooperating teacher, field supervisor, and school office as early as possible in case of an illness or forced absence. All absences are to be made up by the student teacher following the required 60 days of student teaching.

Holidays and Staff Development Days

During the student teaching semester, student teachers will observe the holidays scheduled by the school system to which they are assigned regardless of the holidays observed by UHV. Student teachers are expected to be at school on staff development days and to participate in any professional development programs when appropriate.

Relationships with Students

Student teachers should exercise extreme caution against becoming too familiar with students under their direction. It is inappropriate to have a relationship with high school students within the district to which the student teacher is assigned.

Corporal Punishment

Corporal is a sensitive issue in many schools and student teachers must not resort to this method of behavior control. The University of Houston-Victoria policy requires that if corporal punishment is recommended, it is to be administered by the cooperating teacher or other appropriate certified personnel.

Tuberculosis Testing

Some school districts require a tuberculin test and certificate before allowing student teachers to teach in their schools. Tests and certificates may be obtained from your private physician or from a county health clinic. You will be required to provide the school with the results of the tuberculin test if the school in which you do your student teaching requires this test.

Seminar Attendance

Professional development seminars are mandatory for all student teachers throughout the student teaching semester. These dates are not counted as part of the 12 weeks or 60 days of student teaching.

Work/Courses

Student teaching is considered a full academic load. If you must take an additional course for financial aid or insurance purposes, you must have approval from your advisor and the Director of Field Experiences.

Employment during student teaching is not advisable due to the tremendous time commitment expected for preparation. If financial needs require that some employment be assumed, this should be limited to 10-12 hours per week, preferably on weekends. Weekday afternoons should be free for faculty meetings, curriculum planning, and faculty duties. Any issues concerning employment during student teaching should be discussed in advance with your field supervisor.

Evaluations

Written documentation of the student teacher's performance is vital and should be both specific and systematic with suggestions for improvement. Field Supervisors have two different evaluation forms(long form and short form) for evaluation purposes. Triplicate copies of evaluation forms allow for evaluations to be shared with the field supervisor, cooperating teacher, and student teacher.

The university supervisor is required to submit their form to the Director of Field Experiences within two weeks of the end of the semester.

Termination of Student Teaching Assignment

The student teaching program is a cooperative relationship between the University of Houston-Victoria, cooperating school districts, cooperating teachers, and the student teacher. Each student teacher is to be made aware that her/his presence in the district, and in a particular classroom, is that of a guest. Occasionally, there are circumstances that warrant the termination of the student teaching experience. When such action is deemed necessary, there are specific reasons and procedures that should be taken into consideration cooperatively by all parties involved.

Reasons for Termination

1. Mutual consent and agreement for termination by the student teacher, cooperating school, and field supervisor for reasons of illness, injury, or other unforeseen problem.
2. Failure by the student teacher to establish and maintain a satisfactory performance level in classroom instruction and management.
3. Failure by the student teacher to abide by the policies of the cooperating school.
4. Unprofessional conduct towards school personnel and/or students.

Procedures for Termination

Termination of the assignment of a student teacher for the reasons previously stated in the numbers 2-4 should follow these prescribed procedures in a sequential manner:

1. The cooperating teacher and field supervisor shall inform the Director of Field Experiences of any unsatisfactory performances by the student teacher prior to contact with the student teacher. These unsatisfactory performances shall be communicated through written evaluations, personal conferences, and written documentation of any infractions of school policy or professionalism by the university supervisor and cooperating teacher. A student teacher may not be terminated for a series of minor or undocumented problems.
2. When it is evident that a student teacher does not follow through with prescribed verbal and written suggestions for improvement, a formal Growth Plan shall be initiated by the field supervisor and cooperating teacher and approved by the Director of Field Experiences. (See Evaluation #6 for Growth Plan procedure). The Growth Plan shall be presented to the student teacher during a three-way conference including the student teacher, the field supervisor and the cooperating teacher. The Director of Field Experiences has the option to attend this conference.

3. Within a two-week time frame, the student teacher, the cooperating teacher, and the field supervisor will confer to assess progress. The Director of Field Experiences should be notified of the result of this conference with all supporting data.
4. If inadequate progress in teaching effectiveness or unprofessional conduct occurs, the cooperating teacher and field supervisor may request that the Director of Field Experiences administer an observation and evaluation. This may be done on site or via videotape.
5. When a student teacher is placed on a formal Growth Plan and reassessment indicates unfavorable progress, the student teacher will meet with the Director of Field Experiences to consider possible options. The options will depend upon each individual case and what is deemed to be in the best interest of the student teacher, the school, the cooperating teacher, and the students in the classroom. Some options that may be considered are:
 - a. Movement to another classroom for the remainder of the semester. This may be in another school or district and will be done only if there are at least five (5) weeks remaining in the semester and if a classroom placement is available.
 - b. Withdrawal from student teaching with the option to reapply for student teaching after waiting at least one semester and no more than three (3) semesters. During the interim time, there will be prescriptive growth experiences created by the Director of Field Experiences that must be completed and submitted for review prior to reassignment for student teaching.
 - c. Withdrawal from student teaching with a decision to complete an education degree without certification.
 - d. Termination of student teaching with a failing grade.
6. If a student teacher is terminated or withdrawn from student teaching, s/he will be given a letter from the Director of Field Experiences and the Dean stating the decision made, the reasons for that decision, and whether or not an opportunity for application to student teach again at a later date will be permitted. The letter will also specify the growth assignments that are expected prior to reassignment to student teaching. Some examples of prescriptive measures are:
 - a. Serve as a classroom volunteer or teacher's aide to receive additional, guided experience in a classroom setting.
 - b. Maintain a reflective journal of all classroom experiences.
 - c. Take methods or content courses to enhance knowledge and skill.
 - d. Provide an annotated bibliography of prescribed professional readings.
 - e. Attend and report on professional conferences.
 - f. Develop a portfolio of classroom management or instructional techniques.
 - g. Provide letters of reference from employees and/or professional educators with whom the student has worked.
 - h. Seek personal or career counseling.

7. The student will meet with the Dean of the School of Education and Human Development for guidance in withdrawal and re-admittance procedures.

The final decision to terminate a student teacher is the responsibility of the Director of Field Experiences with the consensus and approval of the Dean. This decision will be based upon input from the school principal, the cooperating teacher, the field supervisor, and the student teacher.

Appeal Procedure

If the student teacher wishes to contest the decision to terminate the assignment, specific procedures must be followed.

1. The student teacher must submit written appeal to the Director of Field Experiences within three (3) days from the date notified of termination.
2. The Director of Field Experiences will convene a panel to process the appeal. This panel will consist of the Director of Field Experiences and at least two of the following:
 - a. Dean
 - b. Department Chair
 - c. Certification Officer
 - e. Faculty member from student's program of study
3. The committee will review the case consisting of written evaluations, growth and probation contracts, written documentation of student teacher infractions, the procedures followed by the field supervisor and cooperating teacher, and the appeal letter from the student.
4. The committee will vote to accept or reject the student teacher's appeal. The Director of Field Experiences will meet with the student teacher to inform her/him of the decision and recommendation of the committee. A written copy of the decision will be given to the student teacher, the Department Chair, and the Dean.
5. The Director of Field Experiences will be responsible for administering all follow-up actions determined by the committee.

Objectives of the Student Teaching Experience

Upon completion of the student teaching program, the student teacher should be able to:

- develop high levels of teaching competence through guided teaching experience.
- design instruction and assessment to promote student learning.
- create and implement effective lesson plans to meet the individual needs of diverse learners.
- develop competence in creating and using instructional materials and techniques.
- utilize technology for instruction and communication.
- create an effective classroom management plan.
- create a positive, productive classroom environment.
- engage in self-evaluation and professional goal setting.
- establish professional relationships with fellow teachers, students, administrators, and parents.
- fulfill professional roles and responsibilities.

Student Teaching Components

Observing

Much of the first week of student teaching will be spent in observation of the classroom environment, instructional techniques, and interpersonal communication and relationships. As you observe, it will be helpful to take reflective notes for the purpose of asking questions of your cooperating teacher regarding reasons for her/his interactions and instructional methods. Frequently asking questions of “why” and “how” will provide you with a knowledge base for choosing your own methods for instruction and management. During this period of time, it is also helpful to make and fill in seating charts to quickly learn the names of the students.

Assisting

After a short period of observation time, you will be ready to become more involved with the students. The cooperating teacher may give you certain tasks that will make you more involved in the class. For example:

- a. Monitor student work at their desks to give one-on-one assistance.
- b. Distribute papers or materials.
- c. Grade papers.
- d. Check attendance.
- e. Assist students with make-up work/tutorials.

Please let the cooperating teacher know when you are ready to become more involved. Demonstrate enthusiasm and initiative. The cooperating teacher may be reluctant to “push” you. At the same time, be sensitive to your cooperating teacher and do not attempt to “take over” the class too quickly.

Teaming

To initiate your teaching experience in the class, you may begin by co-planning and co-teaching a selected lesson. This may be done in any number of ways. For example:

- a. Divide the class into two groups with each of you taking a group for instruction.
- b. Divide the instructional time—one person does the introduction and presentation of skills, while the other person carries out the independent practice and evaluation segments of the lesson.
- c. One person may present the lesson content while the other one supervises the cooperative group work.

Teaming allows the student teacher to gain some initial experience in front of the class with support from the cooperating teacher. It also allows the students to observe the cooperative relationship of the student teacher and cooperating teacher.

Teaching/Lesson Plans

After having observed the cooperating teacher model the preparation for and teaching of lesson plans, the student teacher will be able to assume some responsibility for planning and teaching. The student teacher's lesson plan will be written and submitted to the cooperating teacher two days prior to teaching it in order to gain constructive feedback for revisions and ultimate success. The lesson plan will be based upon Best Practices presented to the field supervisor each time she/he comes for evaluation. The student teacher will be required to submit copies of these lesson plans to the Director of Field Experiences. Please note that Best Practices will be discussed during the Professional Seminar.

The purpose of this lesson plan is: (a) to assist you in organizing your thinking processes while designing an effective lesson; (b) provide a tool for communicating your plans to the cooperating teacher and the field supervisor; and (c) to give you confidence as you teach a lesson in a sequential manner. This process will accelerate throughout the first five weeks until the you have had experience in creating and teaching multiple lesson plans in all subject areas and periods of the school day.

Student teachers are encouraged to reflect in writing upon the success of the lesson. This reflection should include ideas for changes in the future instruction and classroom management, reasons lesson was/was not successful, etc. These reflections will be posted in the BlackBoard Bulletin Board's appropriate topic page.

Full Responsibility

A gradual building of teaching responsibility leads to the full responsibility experience. This means that for ten consecutive days for a single placement and two-five consecutive days for a dual placement, the student teacher has the full responsibility of planning and teaching the whole school day as if s/he were the regular

classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the student teacher.

For dual placements, there are two periods of full responsibility during the semester, usually during 5-6 weeks and during the 10-11 weeks. These times may be flexible to meet individual classroom needs.

Unless there are extreme circumstances, no placement arrangements can be changed during the student teaching semester without the knowledge of the Director of Field Experiences. Student teachers are required to fulfill the teaching assignments at the assigned placement(s).

Student Teaching Portfolio

Organize a student teaching portfolio using a three-ringed binder with individual dividers. Keep this portfolio on your desk so that the supervisor may access it for review during each visit. The portfolio should contain the following components:

- a. Resume
- b. Philosophy of Education
- c. Calendar of Events-Place UHV student teaching calendar of events here as well as the school district calendar.
- d. Lesson Plans-Place a lesson plan in your portfolio for each lesson that you teach. For the interviewing process and grading at the end of the semester, you will need to select your most exciting lesson plans to place in the portfolio.
- e. Reflective Journal—Each week you will summarize your objectives, challenges, and successes. Place these reflections in your portfolio.
- f. Cooperating Teacher Evaluations—Your cooperating teacher will evaluate you and give you written feedback frequently.
- g. Field Supervisor Evaluations—Every time that s/he visits, an evaluation of your performance will be completed.
- h. Seminars—Place seminar handouts and notes here.
- i. General Information—Include school and office memos, questions to be answered, university information, etc.
- j. Organize best practice ideas for use in your classroom.
- k. Student Teaching Handbook—Place a copy in your portfolio for quick reference.

Weekly Student Teaching Schedule

Submit a weekly student teaching schedule to your field supervisor. This assists the field supervisor in scheduling her/his visits for observation. Be sure to exchange

email address with your field supervisor. This is an excellent way to communicate with one another.

Professional Seminar

The Director of Field Experiences and/or the student teaching course professor will plan and conduct seminars throughout the student teaching semester. These seminars will occur on designated dates throughout the semester. Student teachers are expected to attend all seminars. The purpose of these seminars is to provide guidance, information, instruction, discussion, encouragement, and support during the student teaching semester. If you are ill and unable to attend, please notify the Director of Field Experiences or the student teaching course professor prior to the seminar date. You are required to make-up the time missed by attending a professional development presentation and preparing a PowerPoint to share with the other members of the student teaching seminar or as designated by the seminar instructor. Seminar days are not counted in the required 12 weeks or 60 days of student teaching.

Career Fair

A Career Fair is held each semester. School districts throughout the region display booths of information about their districts and any potential jobs. All student teachers are required to attend this event. Professional attire is mandatory. It is advisable to bring copies of your resume to hand out to school districts in which you are interested.

In addition, an informational seminar on the topic of interviewing skills will be provided. A school district administrator who has up-to-date information on the process of applying and interviewing for a job conducts this seminar.

Suggestion for the Student Teaching Experience

<i>WEEK 1</i>	<i>WEEK 2</i>	<i>WEEK 3</i>	<i>WEEK 4</i>	<i>WEEK 5</i>	<i>WEEK 6-Transition</i>
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Observe how your teacher introduces lessons, closes lessons, handles routine tasks, and handles discipline.	Begin teaching. Example: Social studies all week, or one class all week.	Continue teaching the lesson you taught last week and add another class/subject. Assume more responsibilities.	Continue teaching the lesson you taught last week and add another class/subject.	Continue teaching the lesson you taught last week and add another class/subject.	Continue teaching classes/subjects at the cooperating teacher's prerogative.
Work with small groups of students or one-on-one.	Your teacher should remain in the classroom most of the time you are teaching.	The teacher should continue observing and critiquing you but also leave the room periodically.	May assume full responsibility for the classroom this week.	May observe other teaching situation in the school.	
Develop a seating chart and learn your students' names. Also learn the weekly routines, procedures, and class schedules.	The teacher should observe and critique your teaching using some type of written critique (short form). Also, the teacher should conference with you daily.	The teacher should observe and critique your teaching using some type of written critique (long form). Also, the teacher should conference with you daily.	The teacher should observe and critique your teaching using some type of written critique. Also, the teacher should conference with you daily.	The teacher should observe and critique your teaching using some type of written critique (long form). Also, the teacher should conference with you daily.	Your teacher should evaluate your performance during this week.
Assist your teacher in routine tasks.					
Know your teacher's lesson plans. Record questions.	Know your teacher's lesson plans. Record questions.	Know your teacher's lesson plans. Record questions.	Know your teacher's lesson plans. Record questions.	Know your teacher's lesson plans. Record questions.	
Develop lesson plans for week two with cooperating teacher.	Develop lesson plans for week three with cooperating teacher.	Develop lesson plans for week four with cooperating teacher.	Develop lesson plans for week five with cooperating teacher.	Develop lesson plans for week six with cooperating teacher.	Review final evaluation with the cooperating teacher.

Special thanks to the University of North Texas

*SHCPDEP Student Teacher's, Cooperating Teacher's, and University Supervisor's Guide to Student Teaching
December 2002*

STUDENT TEACHING OBSERVATION REPORT

University of Houston-Victoria School of Education

Note: Your field supervisor is supplied with these forms. These are supplied as examples only.

Short Form

Student Teacher	Mentor Teacher
School	Subject Period/Grade
Supervisor	Date

OBSERVATIONS AND RECOMMENDATIONS

I. Instructional Strategies

II. Classroom organization and management

III. Presentation of subject matter

IV. Motivating and supportive learning environment

V. Professional responsibilities and growth

Long Form

Student Teacher/Intern Observation Form for Learner-Centered Classrooms										
University of Houston-Victoria School of Education										
Student Teacher/Intern: Date:										
Cooperating Teacher/Mentor: School:										
University Supervisor: Grade Level:										
EE- Exceeds Expectations - Almost all of the Time (90-100%)										
P- Proficient - Most of the Time (80-89%)										
EP - Emerging Proficient - Most of the Time (70-78%)										
BE - Below Expectations - Some of the Time (60-69%)										
U- Unsatisfactory - Less than Half of the Time (49% or less)										
N/A - Not Applicable to this Observation										
Domain I: Active, Successful Student Participation in the Learning Process					EE	P	EP	BE	U	N/A
I-1 Students are actively engaged in learning.										
I-2 Students are successful in learning.										
I-3 Student behaviors indicate learning is at a high cognitive level.										
I-4 Students are self-directed/self-initiated as appropriate to the lesson objectives.										
I-5 Students are connecting learning to work and life applications, both within the discipline and with other disciplines.										
Comments:										
Domain II : Learner-Centered Instruction					EE	P	EP	BE	U	N/A
II-1 Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.										
II-2 Instructional content is learner-centered.										
II-3 Instructional strategies promote critical thinking and problem solving.										
II-4 Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.										
II-5 Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.										
II-6 The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.										
II-7 The teacher emphasizes the value and importance of the activity/content.										
(S-8 The teacher uses appropriate questioning and inquiry techniques to challenge students.										
II-9 The teacher makes appropriate and effective use of available technology as a part of the instructional process-										

Comments:

Domain III: Evaluation and Feedback on Student Progress	EE	P	EP	BE	U	N/A
III-1 Academic progress of students is monitored and assessed.						
III-2 Assessment and feedback are aligned with goals and objectives and						
III-3 Assessment strategies are appropriate to the varied characteristics of students.						
III-4 Student learning is reinforced,						
III-5 Students receive specific constructive feedback,						
III-6 The teacher provides opportunities for re-learning and re-evaluation of material.						
III-7 The teacher is aware of cultural diversity/differences.						
Comments:						
Domain IV: Management of Student Discipline, Inst Strategies, Time, and Materials	EE	P	EP	BE	U	N/A
IV-1 The teacher effectively implements She discipline-management procedures approved by the campus. The teacher participates in the development of discipline management procedures and offers suggestions tor improvement.						
IV-2 The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate.						
IV-3 The teacher interacts with students in an equitable manner, including the fair application of rules,						
IV-4 The teacher specifies expectations for desired behavior.						
IV-5 The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.						
IV-6 The teacher' reinforces desired behavior when appropriate.						
IV-7 The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.						
IV-8 The teacher effectively and efficiently manages time and materials.						
Comments:						
Domain V: Professional Communication	EE	P	EP	BE	U	N/A
V-1 The teacher uses appropriate and accurate written communication with students.						
V-2 The teacher uses appropriate and accurate verbal and non-verbal communication with students.						
V-3 The teacher encourages and supports students who are reluctant or having difficulty.						
Comments:						
Domain VI: Professional Development	EE	P	EP	B E	U	N/A
VI-1 The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.						
Comments:						

Domain VII: Compliance With Policies, Operating Procedures and Requirements	EE	P	EP	BE	N/A
VII-1 The teacher complies with all policies, operating procedures, and legal requirements.					
VII-2 The teacher complies with all verbal and written directives, participates in the					
VII-3 Apart from classroom responsibilities, the teacher consistently contributes to the development of operating procedures, and offers suggestions for improvement making the whole school safe and orderly, and a stimulating learning environment for all students.					
Comments:					
Overall Comments:					
Student Teacher/Intern's Signature:					
Cooperating Teacher's Signature:					
University Supervisor's Signature:					

White - Student Teacher/Intern Yellow - Cooperating/Mentor Teacher Pink -Field Supervisor
EOLS 12/97

Important University Personnel & Contact Information

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Certification Officer

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Field Supervisor

School Campus-Main Office

School Principal

Cooperating Teacher (Office)

Cooperating Teacher (Home)

UHV Student Teaching Experience

Statement of Informed Consent

I, _____ (student name), have received and read the Student Teaching Handbook from the University of Houston-Victoria School of Education and Human Development.

I understand the policies and procedures as stated in the Student Teacher Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein.

I understand that it is solely my responsibility to meet the requirements of the Student Teaching Experience and the School of Education and Human Development as outlined in the UHV Catalog.

I understand and acknowledge that neither the University of Houston-Victoria, nor the Student Teacher Professors, nor Student Teacher Supervisors will provide or pay for my legal counsel in the event I am sued. I will hold the University of Houston-Victoria harmless in the event I am sued and found liable.

Student's Signature Date

Print Name