



University of
New Hampshire

Early Childhood Education Teacher Preparation Program

Handbook for Student Teachers, Cooperating Teachers, and University Supervisors 2018-2019

College of Health and Human Services
Department of Human Development and Family Studies
Pettee Hall, 55 College Road
603-862-2146
<http://chhs.unh.edu/hdfs/index>

Table of Contents

Section I: Program Overview	2
Program Goals and Expectations for Student Teachers	2
Course Descriptions and Student Teacher Participation	3
Program Policies	5
Related Assignments for Student Teachers	7
Section II: Roles and Responsibilities of Student Teaching Experience	10
The Student Teacher’s Role	10
The Cooperating Teacher’s Role	11
The University Instructor/Supervisor’s Role	11
The Building Principal/Director’s Role	12
Section III: Preparation and Expectations for Cooperating Teachers	13
Anticipating the Student Teacher’s Arrival	13
Qualities of Effective Cooperating Teachers	14
The First Three Weeks: A Suggested To-Do List	15
Guidelines for Gradual Assumption of Responsibilities	16
Tips for Responding to Student Teacher Questions	17
Signs That the Student Teacher Is Off to a Solid Start	18
Section IV: Observing, Coaching, and Conducting Meetings	19
Selection and Implementation of Observations	19
Debriefing Observations: Suggested Prompts	19
Section V: Evaluating Student Teachers and Addressing Concerns	21
Midpoint and Final Evaluations	21
Raising Concerns	21
Section VI: Appendix of Forms	i
Student Teach Information	ii
Student Teaching – Record of Clock Hours	iv
Projected Schedule for Gradual Assumption of Classroom Responsibilities	v
Self-Assessment of Student Teaching Experience	vii
Feedback on Student Teaching Experience	viii
Assessment of Student Teacher Performance - Mid-Term of Fall Semester	x
Assessment of Student Teacher Performance - End of Fall Semester	xi
Assessment of Student Teacher Performance - Mid-Term and End of Spring Semester	xiii

Section I: Program Overview

Program Goals and Expectations for Student Teachers

The Early Childhood Education (ECE) Teacher Preparation Program is part of the Child Development Specialization within the Department of Human Development and Family Studies at UNH and prepare students for New Hampshire Education Credentialing Endorsement in Early Childhood Education (EIS Code 1866, Admin Rule #507.18). The Child Development Specialization is designed for students who have a broad interest in working with young children ranging in age from birth to eight. It prepares undergraduates for careers in early childhood education and related fields and requires a strong knowledge of early development and early childhood programs.

The Child Development Specialization has three major emphases that include:

- Knowledge and understanding of children’s developmental trajectories
- Developmentally appropriate curriculum and socio-constructivist teaching methodologies
- Home-school-community relations

Coursework for this program is designed to maximize in-classroom mentorship and to provide a broad range of exposure across the birth to 3rd grade levels.

This competitive program is approved by the New Hampshire State Board of Education. Juniors in the Child Development Specialization who have established and maintained academic excellence are eligible to apply. Students apply for admission to the ECE Teacher Preparation Program during the fall of their junior year (see the ECE Program overview for description, requirements, and application procedures on the UNH Department of Human Development and Family Studies website: <http://chhs.unh.edu/hdfs>).

The ECE program requires significant credit hours of pre-approved departmental and supporting course work. Before student teaching in their senior year, students complete two prior pre-practicum experiences ranging from 4 to 10 hours a week in a classroom. ECE student teachers are provided with opportunities to implement and reflect upon a variety of teaching strategies and curriculum assessment techniques in collaboration with peers and master teachers. We work to establish a community of learners who share a common goal of improving classroom practice through inquiry, critique, modeling, and collaboration with others in the profession.

A strong emphasis is placed on determining how student teachers can serve as child advocates and leaders with the field of early childhood education. The seminars and assignments are designed to encourage peer observation, reflection on classroom practices, identification and articulation of teaching strengths and weaknesses, and planning for the first professional appointment as a teacher of young children.

In order to assume leadership roles within group settings, and eventually within the center, school, agency, community, and profession, student teachers must:

- Understand child development and appropriate curriculum, along with teaching strategies based on both theory and research.
- Make informed teaching decisions and draw upon a well-grounded repertoire of strategies.
- Take into account the characteristics of the children and the variety of school and family contexts in which their care takes place.
- Implement and critique a variety of teaching strategies and curriculum assessment techniques in collaboration with peers and master teachers.
- Join professional organizations, attend conferences, and assume active roles from the inception of your practice and learning in the department.
- Articulate your philosophy of education.
- Continue to learn how to use your conceptual beliefs and ideals to inform your practice.
- Determine ways in which you can effectively serve the school community to which you have been assigned.

Course Descriptions and Student Teacher Participation

Internship Courses

Student teachers are enrolled in three courses internship courses that cover the student teaching experience.

HDFS 785 (fall) is a 2-credit seminar + practicum intended to prepare teacher candidates for the student teaching experience in the spring semester. This course emphasizes students' development as learners, inquirers, and collaborators. Students spend 5+ hours (60+ per semester) "floor time" with children per week (split between 2 days) in their assigned classrooms and become First Aid/CPR certified. Other content includes resume preparation, starting a professional portfolio to document teaching practices, lesson planning, journaling, observations at other sites, video reflections, mandated reporter, classroom rituals and routines, introduction to looking at student work. Additional hours outside classroom time are expected for meeting and planning, attending parent conferences, school staff and team meetings, and other school functions as required – although some of these might be accomplished during the school day and can be included in "floor time" hours. A form for tracking floor time hours is provided on appendix page iv.

For fall semester, students should begin at least one week or more prior to the UNH first day of classes in order to meet with teachers and observe/participate in set up. For spring semester students should begin their placement prior to the first day of UNH classes, and may end no earlier than one week prior to commencement.

HDFS 786 and 788 (spring) provide the student teaching experience spring of senior year. HDFS 786 is the 2-credit Seminar for Student Teachers. Content is a continuation of HDFS 785 with a stronger focus on teaching dilemmas and looking at student work from placement sites to get feedback on teaching. HDFS 788 is the 8-credit student teaching internship. Students spend a minimum of 25+ hours “floor time” with children per week (325+ per semester) in assigned classrooms, gradually increasing teaching responsibility and planning for two lead teaching weeks. Additional hours outside classroom time are required for meeting and planning, attending parent conferences, school staff and team meetings, and other school functions as required – although some of these might be accomplished during the school day and can be included in “floor time” hours. A form for tracking floor time hours is provided on appendix page iv.

Expectations for Student Teaching Placements

- Gradually assume teaching responsibilities as mapped out with cooperating teacher. A form for mapping out student-teachers’ assumption of responsibilities is provided on Appendix page v. Responsibilities include:
 - Working with children one on one, in small groups, and large groups
 - Curriculum planning
 - Documentation
 - Observations
 - Newsletters
 - Written developmental narratives (3-4 per semester)
 - Participating at parent conferences (3-4 per semester)
- Preparation of instructional materials. The more things you make and collect, the more you will have to begin your teaching career with. Check with your teacher on the school/center rules governing the use of supplies, copy machines, and other equipment.
- Be an active and respectful participant with children, families, teachers, and other members of the school staff every day.
- Maintain open communication with colleagues and supervisors to make this experience the most worthwhile for all involved.
- Maintain confidentiality to promote a positive, respectful, constructive working and learning environment for all involved.

Additional Teaching Placement Expectations for Spring Semester

- Attend placement-based team meetings.
- Attend placement-based staff and parent meetings.
- Assist in the planning and implementation of parent events.

Attendance

Your participation in your assigned placement setting is essential to the quality of these programs and your collaborations with other teachers. Being on time and participating in on-going activities is an important demonstration of your commitment to your work as a

teacher. If you are unable to participate due to an emergency, you must immediately contact your cooperating teacher, as soon as possible make arrangements to make up missed time. Any changes to your scheduled times must be pre-approved by your cooperating teacher. All missed sessions must be reported to the university supervisor and made up in a timely manner, or you may receive a failing grade for the semester.

Observations and Three-Way Meetings

Schedule time for your cooperating teacher to observe you in the classroom regularly and prior to completing the evaluation forms and participating in Three-Way Meetings once during the Fall semester and twice during the Spring semester during which this information will be discussed.

Program Policies

Vacation Time

Student teachers should try to follow their school schedules as closely as possible. We recommend maintaining contact with your classroom at least 1-2 times per week between the fall and spring semesters. During the spring semester, however, student teachers will follow the February and April school breaks. Student teaching experiences may end no earlier than the week of graduation (date to be determined each year). Those working in a child care setting whose calendar varies from public school schedules should negotiate equivalent February and April vacation time with their cooperating teacher in a timely manner and ensure that their absence does not interfere with the functioning of the school. Students may also take the UNH March break off, although many students choose to continue teaching for all or part of that week.

Substituting and Student Employment at Placement Sites

During your student teaching you are expected to remain in your role as student teacher. If the cooperating teacher is absent, the site must hire a legal substitute teacher to act in a supervisory capacity. However, depending upon the time of year, the student teacher may assume primary responsibility for teaching and implementing classroom routines, schedules, and plans. Student teachers should not be factored into the teacher-child ratio at a site.

On occasion placement sites hire students to perform work outside of the student teaching placement and beyond the university's oversight or control. UNH does not make any representation that a student is qualified to perform work at a placement site and assumes no responsibility for liability and insurance; that is the responsibility of the student and the employer. UNH also reserves the right to change a student's placement if it determines that a student's outside employment interferes with the academic goals of the student teaching placement.

CPR/First Aid

CPR/First aid certified (before the end of September). See Red Cross, local EMT services, or the university for possible trainings. You will need to arrange this on your own and provide the university with a copy of the certification.

Background Checks

Check with your individual sites about other safety requirements such as background checks, fingerprinting, etc. Your site will direct you to the appropriate offices in order to be fingerprinted and get a background check.

Student Teacher Evaluations

HDFS 785 (Fall): Cooperating teachers complete the Assessment of Student Teacher Performance at mid-term (form can be found on Appendix page x) and cooperating and student teachers complete the Assessment of Student Teacher Performance at the end of the semester (form can be found on Appendix page xi). These short forms are a starting point for goal setting to be done at three-way meetings.

HDFS 786/788 (Spring): Student teachers and cooperating teachers and university supervisor complete the longer Assessment of Student Teacher Performance, one midway through spring semester and one final self-evaluation in late spring (form can be found on Appendix page xiii). This lengthy form is based on NAEYC and NCATE, as well as state standards for teacher education. The ratings are intended to be “developmental” in nature. As such, they range from “unacceptable” to “emerging” to “proficient” to “exemplary.”

Since it is expected that there should be room for improvement between the mid-point and final evaluations, it is perfectly appropriate and even necessary to give ratings for most categories at the emerging and proficient. However, by the final evaluation all ratings should be in the “proficient” or “exemplary” range. If this is not the case, the student teacher is at risk of not passing the student teaching experience.

Obtaining State Teacher Certification

Provisionally admitted ECE student teachers are expected to submit passing PRAXIS Core Academic Skills for Educators test scores by the first day of the UNH final exam period in fall of their senior year, or have received approval from the New Hampshire Department of Education for a Praxis Core Waiver Request. **All ECE program student teachers are expected to take the PRAXIS II for ECE CONTENT (5024) test and the Foundations of Reading tests prior to graduation, successful completion of these tests are required for obtaining teaching certification by the state of New Hampshire (NH Credentialing Endorsement: Early Childhood Education (N-3), EIS Code 1866, Admin Rule #507.18).** For detailed information about the State of New Hampshire Department of Education Certification requirements, please visit <http://education.nh.gov/certification/documents/edtestinginfo.pdf>.

PLEASE NOTE that without the required set of passing test scores, although students may graduate from UNH with a Bachelor’s degree in Human Development and Family Studies

and have completed the ECE coursework along with all student teaching requirements, they **will not** be eligible to apply for the New Hampshire State Teaching Certificate (NH Credentialing Endorsement: Early Childhood Education (N-3), EIS Code 1866, Admin Rule #507.18). This is a State of New Hampshire requirement; not a condition for graduation from UNH. Information on the PRAXIS Tests is available on www.ets.org/praxis. Information on the Foundations of Reading test can be found at www.nh.nesinc.com.

In order to fulfill a teaching contract with a public-school district, a prospective teacher must be certified by the state in which he/she is to be employed. Certification by the state is not an automatic event upon graduation and must be initiated by the student teacher. If certification by the State of New Hampshire is desired, ECE student teachers must complete the necessary paperwork that will be given to them at the end of the successful student teaching experience by the UNH certification officer in the Department of Education. In many states, issuance of a teaching certificate is based upon the specific certificate received in the home state. If application is not made in a timely manner upon graduation, the student teacher is subject to any new requirements in place at the time of application.

Related Assignments for Student Teachers

The following assignments form the core of academic work for the year, but there may be additional assignments as the year progresses.

Teaching Portfolio

A well-developed teaching portfolio includes articulation of your teaching philosophy as well as critical reflections on and demonstration of your professional competencies as a early childhood educator. As the semester progresses, you will add handouts, artifacts, reflections and documentation to this notebook. Over the course of the year, we will focus more specifically on ways to add to and fine tune the portfolio for use in documenting your own professional growth and as an interview tool. While resources and pointers will be provided at seminar, you are expected to take an active part in bringing information and resources to share with your peers. Below is a starter list of documents and artifacts that you will need to gather before the end of the fall semester:

- Draft of a statement of your philosophy about the way children learn and relate it to your beliefs about the role of the teacher
- Sample floor plans, schedules, school/district information
- Photos and samples of your work, lesson plans, and children's work as artifacts to document progress/accomplishments, AND your own critical reflections on these artifacts
- Certificates - Praxis results with passing grades, CPR/ First Aid certificate, membership in related professional organizations, and any other documents that can be used to support your statement about your accomplishments and efforts you have put forth towards your own professional growth

- Student teaching evaluations, letters of recommendation, and draft of resume (also see guidelines from the UNH Advising and Career Center website)

The process of gathering these and other documents will naturally require:

- Making visits to relevant offices/agencies, and taking required tests/workshops
- Reviewing children's developmental files, assessments, and taking anecdotal records
- Participating in parent involvement activities (e.g., parent event, curriculum night, newsletters, parent conference, etc.)
- Attending and/or participating in some of the staff and planning meetings at your school
- Attending and/or participating in a local teacher workshop/presentation and gathering about professional organizations in your field (e.g., NAEYC and its local affiliate)
- Obtaining application packets from school districts/private schools and studying their hiring procedures (e.g., qualification requirements, application format/requirements, preparing for interviews, etc.)

Teacher Inquiry Project

Students will embark upon an investigation connected to children's interests and an inquiry question related to personal practice. The Teacher Inquiry Project (TIP) begins in earnest during the second semester of the ECE program, although the seeds may be sown during the first semester.

Reflective Writing Assignments

Throughout the year student teachers will record their thoughts and reflections about specific experiences in relation to specific prompts, assigned readings, homework and topics covered in seminar as well as in your previous courses. These assignments are intended to help you to think critically about your experiences.

Journals

Journals are a regular part of communication with cooperating teachers and university supervisors. Students will journal with cooperating teachers, sharing reflections and posing questions about practice and children's development. Students will be expected to submit journal entry for to the university supervisor.

Weekly Photo Essays

Each week students will submit a three-photo documentation sheet (template given in class) that summarizes the activity in the classroom that week. These can also be written for parents and become part of parent communication. They may also be the basis for reflective writing and/or journals.

Video Recording

ONE videorecorder teaching segment with critical reflections by the end of the Fall semester. TWO video recorded teaching segments with critical reflections by the end of the spring semester - one before midpoint and one at the end of the semester. Detailed instructions for analyzing your video recorded teaching segment will be given at seminar. Discuss clearance procedures for video recording with your cooperating teacher. IF video recording is not allowed alternative assignments to assist in self-reflection will be assigned.

Classroom Observations

Schedule time to observe a peer (from your seminar group) during fall semester. You should plan to spend one solid time block in that classroom – a time block when you can observe the general set up, arrival, and functioning of the class, different teaching styles (cooperating teachers and other teaching staff). A protocol for peer observation will be distributed in class. During the Spring semester two observations are required.

Lesson Plans and Units

Students will complete a series of detailed written teaching plans for a range of content subject and activity areas. You will be provided with a lesson plan format but also find out about the planning format that your school/center /cooperating teacher wants you to use. Each plan must contain clear content goals from the State of New Hampshire, along with details on how you will go about implementation and considerations for meeting the diverse needs of the children in your classroom. During spring semester, students will plan an in-depth and multi-day units.

Submit plans to your cooperating teacher at least 1 week prior to the actual date of implementation. Everything you do must be pre-approved and cleared by your cooperating teacher, as he/she is the person who is ultimately responsible for the education of the children in your program.

Implementation of and reflection upon implementation of lesson plans are essential to improving practice. To facilitate reflection throughout the year student teachers will complete the Self-Assessment of Student Teaching Experience form (found on Appendix page vii) and cooperating teachers will complete the Feedback on Student Teaching Experience form (found on Appendix page viii).

Child Assessment

Over the course of the year complete at least 3-4 child assessments/portfolios/report cards as directed by your cooperating teacher, and attend at least 3-4 parent conferences or as directed.

Section II: Roles and Responsibilities of Student Teaching Experience

- PLAN:** Use the Projected Schedule for Gradual Assumption of Classroom Responsibilities worksheet to map out a semester-long plan with your cooperating teacher within the first two weeks of each semester. Revisit this outline often with your cooperating teacher and revise it according to your professional needs (appendix page v).
- ATTEND:** Attend as many related school/center-based events as possible, as they are a part of your professional development as a student teacher and, more immediately, they serve as a critical bridge to help you transition into spring semester's culminating student teaching experience.
- COMMUNICATE:** Meet regularly with your cooperating teacher and others at your site. In the fall this can be bi-monthly; in spring this should be weekly. It is also nice to meet with your building principal at least once during the school year. Observe parent conferences and help prepare for them. Help write parent letters. Also be alert to other meetings and professional development at your site that you can be a part of.

The Student Teacher's Role

Student teaching involves the undertaking of significant responsibilities. To be successful the student teacher must consider the following and be prepared to meet all course expectations as outlined in the HDFS 785 and 786/788 syllabus.

- Attend all student teaching seminars.
- Dress, act, and communicate as a professional member of the education community.
- Observe standards of conduct as set forth by professional ethics.
<http://www.naeyc.org/files/naeyc/file/positions/Ethics%20Position%20Statement2011.pdf>
- Observe the regulations of the cooperating school.
- Be prompt in reporting to your classroom and be regular in attendance. In case of absence the student teacher should notify the cooperating teacher and university instructor/supervisor.
- Learn about the facilities of the school building, resources available in the school system, and community resources as they relate to the student teaching assignment.
- Perform tasks as necessary to the functioning of the classroom as directed by the Cooperating teacher.
- Be informed about students and activities being presented.

- Prepare thoughtful activity/lesson plans in advance of classroom implementation and submit plans to the cooperating teacher as directed.
- Complete all required self-evaluations in a thoughtful manner.
- Accept feedback and suggestions as constructive information that can support professional development.
- Make time for meetings with your cooperating teacher and university instructor/supervisor.
- Establish and promote appropriate and collegial relationships with staff members in your school.
- Participate in extra-curricular professional activities of the cooperating school beyond minimum required placement hours.
- The cooperating teacher is legally responsible for the class and all actions must be cleared by the cooperating teacher.

The Cooperating Teacher's Role

The cooperating teacher guides and supervises the student teacher in all professional experiences at the placement site. The cooperating teacher has the responsibility to:

- Work with the student teacher as part of an instructional team.
- Plan a year-long schedule of activities with the student teacher.
- Confer frequently with the student teacher concerning the evaluation of his/her work.
- Provide opportunities for the student teacher to observe teaching and learning at the site.
- Participate in three-way meetings with the student teacher and the university instructor/supervisor.
- Guide the student teacher into gradually assuming increasing levels of responsibility commensurate with readiness and provide time and space for student created curriculum.
- Help the relate theory and practice.
- Inform the university instructor/supervisor and Principal should the student teacher encounter serious problems.
- Prepare midterm and final evaluations of performance using the formats provided in appendix.

The University Instructor/Supervisor's Role

- Plan and implement seminars for student teachers to reflect upon teaching and introduce new content.
- Evaluate and respond to student teacher assignments.

- Maintain communication and relationships with the student teacher and the cooperating teacher.
- Help clarify the university expectations for roles and policies.
- Assist the cooperating teacher in planning learning experiences for the student teacher.
- Observe the student teacher at their placement site and keep informed of student progress (twice in the fall and two to three observations in the spring.).
- Meet with student teachers following observations and conduct three-way meetings with student teachers and cooperating teachers throughout the year.

The Building Principal/Director's Role

Building principals have varying levels of involvement with regard to student teachers. The following list of suggestions is intended as a guide and will vary for each site.

- Work with cooperating teachers to orient the professional and support staff to the student teachers and the Teacher Preparation Program.
- Confer with student teachers individually or in groups concerning the philosophy of the school and provide them with district policy and procedure manuals.
- Make written materials available regarding basic policies and bulletins or newsletters that clarify the school philosophy and curriculum organization.
- Indicate which staff, professional, or committee meetings are open to student teachers and invite them to attend.
- Observe student teachers in cases where it is deemed appropriate.

Section III: Preparation and Expectations for Cooperating Teachers

Anticipating the Student Teacher's Arrival

Reviewing the Assessment of Student Teacher Performance form (appendix page x) will give you a working list of signs that your student teacher is off to a good start. There is also a list at the end of this section. If there are concerns please discuss them with the student teacher and the university instructor/supervisor. However, thinking carefully about preparation and expectations for your work with a student teacher is an important precursor to the student teaching experience.

Preparing Yourself

- Think about/list your goals and expectations for the experience as they relate to the university's goals, policies, and expectations for students.
- Identify your strengths and skills that will be an asset to your work with the student teacher.
- Become acquainted with the university's policies and procedures by reading through available handbooks, materials, and syllabi.
- Review the evaluation forms you will be asked to complete.
- Identify what to do if you have concerns about a student teacher's performance. How will you communicate concerns to the student teacher and whom will you contact for support?
- Meet with your building administrator and discuss district and building policies for you and for the student teacher. What must be communicated to the student teacher?
- Highlight key sections of this handbook to reference or ask about.

Introduction to the Classroom, School, and Teaching Responsibilities

- Arrange a space for the student (depending on the classroom – a place to put belongings, coat, and materials – could be a desk or table, shelf, etc.)
- Introduce the student teacher to the school staff.
- Locate curriculum guidelines, district standards, teacher editions of texts, handbooks, policies, guidelines for staff and families, etc.
- Plan how you will introduce the student teacher to the children.

- Plan for how the student teacher will gradually assume classroom responsibilities (using the Projected Schedule for Gradual Assumption of Classroom Responsibilities) form included in this Handbook). Things to consider:
 - What introductory routines can the student teacher participate in to become accustomed to the classroom and the children?
 - What introductory and small-group activities can the student teacher lead with your direction?
 - When will the student teacher begin to plan his/her own lessons?
 - What subject/content areas can be transitioned to the student teacher, in what order, and how much at a time?

Qualities of Effective Cooperating Teachers

Although there is no one profile of an “effective cooperating teacher” in terms of instructional strategies, classroom management styles, or educational philosophy, a review of the professional literature indicates that effective cooperating teachers are able to do the following:

Build Trusting Relationships with Others

- Be a good listener
- Provide feedback to another professional
- Demonstrate caring for others
- Assist and support a student teacher

Demonstrate Excellence in Teaching

- Be well organized
- Effective classroom management skills
- Differentiate instruction
- Plan effective lessons
- Reflect on teaching practices
- Try new teaching and instructional strategies
- Build positive relationships with students and families
- Model excellent teaching and makes their practice visible to others

Be an Active Learner

- Utilize a variety of ways to grow professionally
- Motivated to improve classroom practices
- Welcome feedback from other professionals (colleagues, university instructor/supervisor)
- Model a high degree of enthusiasm and passion for teaching

Be a Respected Staff Member

- Good working relationships with other staff members
- Positive view of teachers and the profession
- Contribute to the school community personally and professionally

The First Three Weeks: A Suggested To-Do List

Cooperating teachers and student teachers should review this list and think about what they need to discuss together to get the year off to a great start. This list should be prioritized according to each teaching team and covered within the first month of placement.

Provide:

- Personal contact information and discuss how you can contact each other outside of the school day
- Faculty and building handbook and mission statement of your school/district
- List of faculty and staff members in your school with grades and roles. Introduce student teacher to colleagues and school staff
- School calendar, daily schedule, class lists
- School and classroom behavioral rules and expectations; curriculum guides/lists of texts; sample lesson plans; plan/grade books (if applicable); district & state standards; district assessment criteria; report card samples
- List of students with special learning needs, health considerations, IEPs
- Parent communication forms and policies
- Map or floor plan of the school, classroom and emergency drill procedures
- Forms (attendance, student injury/incidents, etc.)
- Copies of “passes “(hall, bathroom, office) as applicable

Discuss:

- Dress codes
- Reporting/dismissal time/attendance recording for students and teachers; student teachers should follow cooperating teacher’s schedules
- Classroom management philosophies and approaches
- Facilitating conflict resolution among children
- Snack and lunch preparation and clean up
- Daily schedule: group, center, outdoor, nap, arrival and departure times
- Transition routines between activities and classes
- How to run a group meeting

- Handling challenging behaviors
- Outdoor play routines and rules
- Norms for clean-up, lunch, greeting and goodbye routines
- Ground rules and agreements and how they are established with children
- Safety concerns, allergies, health issues
- Special needs children
- Handling separation issues
- Extra duty assignment, schedules and expectations
- Curriculum overviews and curriculum planning for the year
- Schedule of university instructor/supervisor visits
- Feedback and meeting times – how and when to frame time for this
- Phasing into teaching and classroom responsibilities – complete Projected Schedule of Gradual Assumption of Responsibilities form found in appendix.
- Goals for your teaching and classroom this year and how you help children to develop and learn.

Guidelines for Gradual Assumption of Responsibilities

This first semester should be focused on:

- Informal and formal observation of the children and the classroom environment and community
- Developing a sense of self as teacher through engaging in dynamic interactions with children, practicing the use of appropriate and responsive teacher language, and scaffolding children's experiences
- Guided-participation in the set-up of the environment and the management of specific activities
- Participating (eventually) as the leader in at least one element of a large group meeting each week; this might be reading a book, singing one song, or facilitating a transition to or from the meeting
- Taking responsibility for creating a learning encounter, activity, or center
- Setting up and facilitating one area of the classroom each week so that you have the experience of setting up in at least four areas of the classroom

During the second semester students should:

- Lead at least three full group meetings per week, generally more
- Manage transitions for all parts of the day

- Co-plan all aspects of curriculum with cooperating teacher
- Plan and implement curriculum specific and project related activities – both during the small group activity times and during whole group times
- Design and implement story times and whole group activities
- Communicate project plans and outcomes to the parents via parent letters and documentation (as appropriate)
- Develop two full weeks of solo teaching plans

Tips for Responding to Student Teacher Questions

(These tips may also apply to student teacher's responses to children!)

- Pose specific questions that extend the issues raised by the student teacher. Your questions should be intended to challenge the student teacher to go into more depth: e.g. "What ideas do you have about how Diego came up with this theory?"
- Provide professional concepts and language to label an idea that the student teacher raises: e.g. "This is an example of how a teacher can scaffold a child's strategies."
- Make sure to express your own curiosity and to model the idea of teacher as researcher by "wondering with" your student teacher (rather than always posing questions): e.g. "Your observation makes me wonder how the children figured out how to balance the blocks so effectively!"
- Challenge your student teacher to avoid using broad or judgmental terms such as "Jamie is so intelligent!" or "Tamara is usually so shy." Instead encourage the student teacher to explain the specific behaviors and contexts that led to this assessment: e.g. "Intelligence is a very broad term. How could you describe the way in which Jamie solved this problem?"
- Avoid broad language about the quality of the student teacher's responses or ideas such as "You are a great teacher!" Instead, provide specific comments that encourage the student teacher: e.g. "You have been very effective in identifying some of the strategies the teacher used."
- Share specific experiences you have had that are similar to the student teacher's experience and that might help him/her to understand the situation more fully.
- Suggest or ask the student teacher to come up with ways to build on to or extend their thinking through creating a plan of action: e.g. "How might you alter the block area environment to allow children to explore their ideas regarding ice-hockey?"
- If the journal entry is missing an important element (e.g. the student teacher doesn't provide enough detail in the observation), be specific about what you need the student teacher to do in future entries.
- Challenge the student teacher to explain her/his thinking: e.g. "You mentioned that Raul is afraid of the other children. Tell me a little more about how you came to this conclusion."

- When the student teacher refers to a reaction (often emotional) to an observed event, invite him/her to talk about it: e.g. “You said you were really amazed that he could solve the problem. I am wondering why you felt this way.”
- Challenge the student teacher to engage in problem solving around difficult issues in the classroom rather than simply stating their disagreement or objection. The goal here is to have the student teacher focus in on his/her thinking and ideas rather than to criticize others: e.g. “You clearly disagree with how the teacher responded to this situation. What strategy might you have used and why do you feel this would be effective?”

Signs That the Student Teacher Is Off to a Solid Start

During the first two - three weeks you should be able to observe the following characteristics in the student teacher:

- Has a positive attitude, showing a love for the profession
- Is punctual and consistent in attendance
- Dresses and acts professionally
- Evidences a strong work ethic
- Exhibits the energy and enthusiasm needed for teaching
- Is willing to get involved and to take on any task as a learning opportunity
- Articulates clearly, audibly and correctly
- Uses good grammar, spelling and writing skills
- Accepts feedback and implements your suggestions
- Shows willingness to learn from others
- Makes an effort to learn children’s names
- Exhibits a genuine interest in children and seems comfortable with children
- Accepts primary role as that of a responsible, respectful adult, rather than that of a “friend” of the children
- Enjoys meeting colleagues, staff, parents and other adults
- Takes notes during observations and/or discussions
- Asks for explanations or discussions to help him or her understand and learn from your instructional decisions and practices
- Asks thoughtful questions about the program and children’s development
- Interacts positively, comfortably, and respectfully with children, offering help, posing thoughtful questions and challenging their thinking
- Follows through on requests
- Inquires about the assumption of classroom and teaching responsibilities
- Maintains confidentiality regarding children, staff and school issues

Section IV: Observing, Coaching, and Conducting Meetings

Observation provides the student teacher with an opportunity to watch, reflect and inquire about teaching. This powerful means of learning will be at the core of many seminar assignments and should be a regular part of the student teaching experience. Student teachers will be observed and provided with feedback several times each semester. Cooperating teachers should complete four formal evaluations, at the midpoint and end of each semester. Shorter form are used for fall (appendix page x and xi) and a longer more in-depth is used for the spring (appendix page xiii).

Selection and Implementation of Observations

Choose situations carefully to maximize student teacher learning and focus on specific aspects of the teaching day: Morning meeting, transitions to activities, reading and discussion of a story; small and whole group lessons, learning centers, etc. Focus can also be on one or a few children to track their experience with a lesson or activity.

When student teachers observe cooperating teachers:

- Share your goals with the student teacher in advance and remind them to take notes.

When cooperating teachers observe student teachers:

- Ask the student teacher in advance about broad and specific activity goals.
- Review your student teacher's teaching plan. If needed provide a teaching plan form and provide some sample plans that you have developed for use.
- Ask if there's anything particular he/she would like you to observe (the morning meeting and transition to the next activity/time block; the reading and discussion of a story; etc.)
- Throughout the year student teachers will need to have you complete a formal record of your assessment of a teaching experience (appendix page viii). Notification about these assessments will be provided at the onset of each semester.

Debriefing Observations: Suggested Prompts

- Overall Guiding Questions
 - Revisit goals to see how they were enacted.
 - Invite student to share what they observed and ask questions.
 - If things did not go as planned ask student teacher to identify problems and possible alternatives. Model that we learn from experience and things often do not go the way we plan.
 - Point out things the student teacher may have missed that you think are important.
 - What might you or the student teacher have done differently?

- Debriefing: Learning and Engagement
 - How did the teacher keep students focused?
 - How did you check to see if children were learning/understanding?
 - How can you tell if children are gaining something from their participation in the activity?
 - What strategies were used to keep the children engaged; i.e., interested and challenged?
 - How effective were these strategies and why? What might be tried next time?
 - How did you get children interested?
 - How did you plan and carry out smooth transitions from one activity to another?
 - How did you work with disruptive/off task behavior?
 - How did you deal with the wide range of abilities and interests?
 - In what ways did you work with children having learning difficulties?

Section V: Evaluating Student Teachers and Addressing Concerns

Midpoint and Final Evaluations

Cooperating teachers complete a total of two evaluations of their student teacher each semester. The first evaluation in the Fall serves as a check-in and creates a baseline for future goal setting (appendix page x) and the end of semester Fall evaluation serves as an opportunity to prepare for springs more in-depth student teaching (appendix page xi).

The midpoint evaluation spring semester is intended as an opportunity for **regrouping, reinforcing and resetting** of goals so the student teacher knows what he/she has accomplished, and which next steps to take. The final evaluation for each semester documents progress to-date and projects what a student teacher is moving towards. Thus it is critical that you be prompt, direct, specific, honest and fair, so that the student teacher receives the information needed to improve and enhance his/her competencies. The form used of both Spring assessments is provided on appendix page xiii.

There is also a Teaching Feedback Form that cooperating teachers should use at least twice during the semester to provide concrete feedback on teaching/activity episodes (appendix page viii).

Raising Concerns

Formal evaluations are not an opportunity to reveal concerns that have not been previously discussed with your student teacher and his/her university instructor/supervisor. Concerns should be addressed immediately and on a regular basis. If the student teacher's performance or attitude is of concern, your first responsibility is to share your concerns with the student teacher and the supervisor. Recommended steps:

1. **Discuss the concern with the student teacher.** Be as specific as possible. Contact the university instructor/supervisor for support on how to frame this opening discussion.
2. **Document your concern to monitor progress.** Again, the university instructor/supervisor will provide support for this process as needed.
3. **If concern persists, inform the university instructor/supervisor.** The following steps may be taken:
 - a. Observation of the student teacher may be requested of the university instructor/supervisor and/or program manager.
 - b. Schedule 3-way conferences for the student teacher, the cooperating teacher, and the university instructor/supervisor.
 - c. Draft a formal intervention plan with the university instructor/supervisor. This plan will document the concerns, identify the assistance to be provided to the student teacher, and specific follow-up action plans. This document will be signed by the

student teacher, the cooperating teacher, and the university instructor/supervisor and will be used to re-evaluate progress as outlined on the plan. It will be shared with the building administrator. The Child Development Program coordinator and chair will be notified and a copy will be forwarded to the student teacher's departmental student file.

Intervention is **NOT** an indication of failure on the part of the student teacher or the cooperating teacher. If the concern persists after the intervention plan is put in place, the university instructor/supervisor, with the cooperating teacher's input, will re-evaluate the placement of the student teacher.

Section VI: Appendix of Forms



Student Teacher Information

Complete the following questions and give one copy to your supervisor and one copy to your cooperating teacher at your first introduction or meeting.

Name: _____ Yr. 20 _____
 (Last) (First)

School Address: _____

Other Address (Home): _____

Telephone: _____ E-Mail: _____

Program Major: _____

List Previous Practicum Experiences:

<u>Name of School</u>	<u>Community</u>	<u>Grade Level</u>	<u>Hours/Week</u>
-----------------------	------------------	--------------------	-------------------

I have completed the following courses that relate to any certification program:



I am taking the following courses this year:

Fall: _____

Spring: _____

To assist your cooperating teacher and supervisor in getting to know you, please respond to the following:

List any hobbies, interests, skills, sports, or areas of expertise (i.e., foreign languages spoken, computer skills, musical instruments played, theatrical experience, etc.):

List any other work or family experiences you bring to your pre-practicum:

Writing Sample

Briefly describe in one paragraph what you hope to learn during this student teaching experience.



Student Teaching – Record of Clock Hours

To document practicum hours, please complete this form and submit a copy to the university supervisor at the end of each semester.

	Dates/Times		Total Weekly Hours
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			
Week 12			
Week 13			
Week 14			
Week 15			
Total Semester Hours			



Projected Schedule for Gradual Assumption of Classroom Responsibilities

This form is an organizer to help student teachers plan for increasing classroom responsibilities. Information may be subject to change over the upcoming weeks. Student teachers should submit a copy of this completed projected plan to the course instructor by the end of the 2nd week of the placement keeping an original for revision with cooperating teachers as needed. Think about how you will move from observing, helping with transitions, working with small groups, monitoring choice time, leading meetings to read a story or sing, introducing activities to groups, to ultimately planning for specific lessons and activities.

	List Responsibilities for Each Week, ADDING ON from the Week Before:
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	



	List Responsibilities for Each Week, ADDING ON from the Week Before:
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	

Notes:



Self-Assessment of Student Teaching Experience

To be completed by Student Teacher

Name: _____

Topic: _____

Date: _____

Age/Grade Level of Students: _____

General Effectiveness of the Experience

1. Describe your impressions of the experience.

2. Describe the extent to which your expectations were met.

3. Describe how the experience met the needs of students as individuals and as a group.

A. What You Learned from this Experience

1. Strengths

2. Skills needing improvement

B. Future Planning

1. Revisions

2. Next steps & resources; support needed and from whom



Feedback on Student Teaching Experience

To be completed by Cooperating Teacher. Cooperating teachers should review this form with Teacher Candidates and make a copy for their files.

Student Teacher: _____ School: _____

Cooperating Teacher: _____ Date: _____

Activity/Lesson/Topic: _____

1) Planning – CT and TC conversations – Preparing the lesson.
2) Organization of materials.
3) Invitation, provocation, and demonstration of lesson (clear instructions, expectations).
4) Knowledge of content and strategies related to specific content.
5) Connection to children (positive communication, encouraging student input, extending the children’s thinking, questioning, follow-up).
6) Student response and interest (active participation, focused attention, listening).
7) Voice/tone (eye contact, respectful language).
8) Classroom management (pacing, redirection, re-orientation statements)
9) Meeting the needs of diverse learners – modifications (Addressed range of modalities, movement, auditory, visual).
10) Closure (Children know what to do when finished, transition to next activity).



11. Successes:

12. Things to improve upon:

13. Other comments – future goals:



Assessment of Student Teacher Performance - Mid-Term of Fall Semester

Cooperating teachers review this form with student teachers and make a copy for their files and copies for supervisor. Please attach any additional comments you may have to this form.

Student Teacher: _____ School: _____

Cooperating Teacher: _____ Due Date: _____

Have you consistently observed the following characteristics in your Student Teacher?

1. Has set up a mutually convenient time to meet to schedule this semester's work.	_____Yes	_____No
2. Is professional in appearance and in interactions with adults and children.	_____Yes	_____No
3. Has a positive attitude.	_____Yes	_____No
4. Asks questions about your decisions and practices. Takes initiative to learn about the program/classroom practices. (Has a strong work ethic; follows through on requests)	_____Yes	_____No
5. Takes notes during conversations and observations.	_____Yes	_____No
6. Shows an interest in children and interacts naturally, respectfully, and enthusiastically with them; is comfortable with and enjoys being with them.	_____Yes	_____No
7. Circulates among children during group work, center time, offering help, posing questions, challenging thinking.	_____Yes	_____No
8. Is willing to get involved and takes on tasks as learning opportunities. Jumps in to help out where needed.	_____Yes	_____No
9. Accepts primary role as a respectful, responsible adult rather than a "buddy".	_____Yes	_____No
10. Accepts feedback and implements suggestions; shows willingness to learn from others.	_____Yes	_____No
11. Is punctual and conscientious about attendance.	_____Yes	_____No
12. Comes fully prepared with teaching plans and materials for teaching each day.	_____Yes	_____No
13. Articulates, speaks audibly, clearly, and correctly. Uses good grammar, spelling, and writing skills.	_____Yes	_____No
14. Maintains the importance of confidentiality concerning children, staff, and school issues.	_____Yes	_____No
15. For items that you have indicated NO, have you discussed them with your Student Teacher?	_____Yes	_____No

Cooperating Teacher Signature _____

Date _____

Student Teacher Signature _____

Date _____



Assessment of Student Teacher Performance - End of Fall Semester

Cooperating teachers review this form with student teachers and make a copy for their files and copies for supervisor.

Student Teacher: _____ School: _____

Cooperating Teacher: _____ Due Date: _____

Exemplary – Consistently performs above the level anticipated for an intern. Developing – Some elements/skill proficiency evident. Proficient – Meets requirements with some elements of exemplary work. NA/NI – Not applicable/not seen OR needs improvement.	NA or NI	Dev	Pro	Ex
1) Shows an interest in children and interacts naturally, respectfully, and enthusiastically with them; is comfortable with and enjoys being with them.				
2) Uses appropriate language with children when teaching and to support appropriate behavior.				
3) Is willing to get involved and takes on tasks as learning opportunities. Jumps in to help out where needed. Has a strong work ethic; follows through on responses.				
4) Circulates among children during group work, center time, offering help, posing questions, challenging thinking. Gets down on children’s level when working with them.				
5) Regularly asks questions about your decisions and practices. Takes initiative to learn about the program/classroom practices.				
6) Takes notes during conversations and observations. Documents children’s learning and teacher practices.				
7) Accepts primary role as respectful, responsible adult rather than a “buddy.”				
8) Challenges self to try new things, both spontaneously and planned.				
9) Writes comprehensive lesson plans in preparation for teaching.				
10) Accepts feedback and implements suggestions; shows willingness to learn from others.				
11) Maintains the importance of confidentiality concerning children, staff, and school issues.				
12) Comes fully prepared with teaching plans and materials for teaching each day.				
13) Is punctual and conscientious about attendance.				
14) Articulates; speaks audibly, clearly, and correctly. Uses appropriate grammar, spelling, and writing skills.				
15) Is professional in appearance and in interactions with adults and children. Has a positive attitude.				
16) For items marked NI, have you discussed them with your student teacher?		_____ Yes	_____ No	

Required: Comments related to overall areas of growth and areas for future development.

Cooperating Teacher Signature

Date

Student Teacher Signature

Date



Assessment of Student Teacher Performance - Mid-Term and End of Spring Semester

Student: _____ Semester/Year: _____ Date: _____

Internship Site/Classroom: _____

Cooperating Teacher: _____ Grade: _____

Assessment: Midterm / Final

Completed by: Student Teacher / Cooperating Teacher

Directions: This assessment is to be completed by the student teacher (self-assessment) and cooperating teacher twice during the semester - at midterm and the end of the semester. It is suggested that each person complete the form separately and then come together to discuss the intern's progress and set goals for the next portion of the internship. Completed forms are to be returned to the university supervisor.

Rating Scale

- 4 = **Exemplary** – Consistently performs above the level anticipated for an intern
- 3 = **Proficient** - Meets all requirements with some elements of exemplary work
- 2 = **Emerging skill** – Some elements/skill proficiency evident
- 1 = **Unacceptable** – Does not meet minimum requirements
- N = Not yet seen or not applicable

1) Promoting and Building upon Knowledge of Child Development	1	2	3	4	N
Demonstrates positive interactions with children; listens carefully; attentive to interests and concerns; relates to a range of temperaments and styles					
Holds appropriate expectations for children					
Inquires about individual children and discusses children professionally with cooperating teacher					
Draws on developmental knowledge to plan curriculum that is achievable but also challenging; leads activity that is consistent with the developmental characteristics of the children					
Positively reinforces socially acceptable and developmentally-appropriate behavior					
Selects content to encourage diverse perspectives					
Adapts curriculum and teaching to motivate and support learning and development					
Uses content vocabulary and language appropriately with respect to the developmental level of the children					
Adopts constructivist teaching approaches					
Supports the development of an equitable and inclusive learning community					
Comments and specific examples:					
2) Building Family and Community Relationships	1	2	3	4	N
Is aware, empathetic, and responsive to diverse individuals and the many ways they learn and communicate.					
Provides opportunities for responsive communication with parents; takes an initiative to talk to and work with them.					
Understands and values the importance and complex cultural characteristics (e.g., beliefs, practices) of children's families and communities.					



Creates respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.					
Attends and participates in parent conferences.					
Comments and specific examples:					
3) Observing, Documenting, and Assessing to Support Young Children and Families	1	2	3	4	N
Understands the goals, benefits, and uses of assessment.					
Uses systematic observations, documentation, and other effective assessment strategies of student progress.					
Encourages students to self-monitor and self-correct own work.					
Shows understanding and the use of both informal and formal assessment and evaluation strategies.					
Analyzes photos, representations, and/or transcripts with colleagues as a basis for practice and decisions with regard to curriculum.					
Collects formal and informal data and uses them as a basis for writing student progress reports.					
Is familiar with IEP process and accommodations in the classroom					
Comments and specific examples:					
4) Teaching and Learning	1	2	3	4	N
<i>Lesson Planning:</i> Can state and select purposes at both unit and lesson levels; Is well prepared in advance; Activities are suitable to abilities and interests of children; Written plans and evaluations completed on time; organize the evaluation in a variety of ways.					
<i>Implementation of Activities:</i> Activities set up on time, carried out appropriately and thoroughly. Space and materials considered; transitions planned for.					
<i>Voice:</i> Appropriate use of voice volume and tone; Uses voice dramatically when appropriate.					
<i>Positioning of Self:</i> Moves down to child's level for communication facilitating eye contact; selects strategic positions from which to supervise children, both indoors and outdoors.					
<i>Awareness of Health, Safety & Physical Needs:</i> Teaches safe practices; Is alert to dangers; Modifies unsafe situations; Recognizes signs of illness, fatigue, hunger, bathroom needs, etc. and acts to modify situation where possible.					
<i>Program Awareness:</i> Interacts with children in all areas of room and not just one or two areas exclusively.					
<i>Small Group Management Skills:</i> Demonstrates ability to work with small groups of children; can help integrate child into group; fosters child-to-child interaction.					
<i>Whole Group Management Skills:</i> Demonstrates ability to plan and manage whole group experiences such as group meetings and whole group lessons.					
<i>Setting Limits:</i> Sets appropriate limits with children; states directions in a positive form; Sensitive to individuals, able to adjust activity or mode of interacting to fit child. Anticipates challenging situations and responds proactively.					
<i>Interaction with Children:</i> Provides warm, nurturing atmosphere, yet fosters independence with them. Demonstrates genuine interest in children and joy when interacting.					



<i>Teaching Skills/Pedagogical Knowledge:</i> Knows how to communicate purposes and content to children using a variety of appropriate strategies and technologies ; Sets high standards for children.					
<i>Reflective Practice:</i> Demonstrates the ability to reflect upon lessons taught or situations encountered; recognizes successes and improvements for future practice with children and then is able to implement those changes.					
<i>Standards and Frameworks:</i> Demonstrates a working knowledge of content standards and curriculum frameworks and integrates them into lessons.					
<i>Student Engagement:</i> Models thinking and problem solving strategies. Encourages student thinking and elaboration of thinking.					
Comments and specific examples:					
5) Becoming a Professional	1	2	3	4	N
<i>Dependability and Responsibility:</i> Can be trusted to arrive regularly; completes assignments and fulfills classroom role; carries out routines and special activities.					
<i>Initiative:</i> Contributes appropriate ideas, suggestions, and seeks responsibility					
<i>Open to Learning:</i> Is able to profit from directions and constructive criticism.					
<i>Self-Appraisal:</i> Is able to recognize need for advice or assistance and seek out appropriately.					
<i>Professional Ethics:</i> Is sensitive to his/her moral, legal, ethical, and political (advocacy) responsibilities (e.g., attending school board meetings) as an early childhood professional/teacher; understands the ethical implications of classroom practices on colleagues, children, and community.					
<i>Scholarship:</i> Is an ongoing learner, aware of and responsive to changes in the field.					
<i>Collegiality:</i> Is able to work with a variety of people, including cooperative teachers, peers, supervisors, and parents who represent varied perspectives; participation in collegial opportunities.					
<i>Flexibility:</i> Adapts to changes in routine and schedule, deadlines for lesson plans/reports.					
<i>Professionalism:</i> Practices professional conduct and appearance; arrives on time, calls if unable to attend; uses sound judgment and tact; respects confidentiality; demonstrates self-care and personal boundaries.					
<i>Philosophy of Teaching:</i> Can articulate own developing philosophy of teaching and teach from it.					
Comments and specific examples:					

*This form is based upon NAEYC & NCATE Professional Standards



Overall Comments and Goals

Strengths:

Areas for Growth:

Short-Term Goals:

1.	
2.	
3.	

ADDITIONAL COMMENTS:

University Supervisor Signature

Date

Student Teacher Signature

Date

Cooperating Teacher Signature

Date