Thank you for agreeing to serve in the role of cooperating teacher. Working with a novice student teacher is a big responsibility. Your encouragement, guidance, support, and nurturing can start the student teacher candidate on his/her way to becoming an effective professional educator. In this setting, you will be operating as the student teacher's mentor and the tone and content of your feedback will carry a great deal of weight. To assist you, we have prepared this handbook for your use. This handbook contains a variety of supplemental forms and describes the University's operational procedures for the student teaching experience.

The University asks building administrators to recommend a cooperating teacher who:

- has a minimum of three years of teaching experience;
- emulates the professional skills and attitudes expected of exemplary educational leaders, and;
- will model best practices for the student teacher candidate.

You have been recommended by your building administrator to serve as a cooperating teacher who possesses the above characteristics. Again, thank you for accepting the role as cooperating teacher.

Machele Timberlake, Ph.D.
Coordinator, Student Teachers
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TRAINING FOR THE COOPERATING TEACHER

Cooperating teacher training occurs during the initial get-acquainted visit that will be scheduled during the first two weeks of student teaching. The University supervising teacher will conduct this meeting. The student teacher candidate will generally be in attendance so that all parties are advised about the expectations for the student teaching experience. Topics of discussion for this training session include:

1. **Handbook** - Have you had an opportunity to read the Cooperating Teacher Handbook? Do you have any questions about its content?

2. **The Department's Conceptual Model** - The Conceptual Model section drives the University’s teacher education program and identifies what student teacher candidates should know and be able to do.

3. **Supervising the Student Teaching Experience** - Baker University makes a strong commitment to assure that student teacher candidates are properly supervised and guided during the student teaching experience. The University commits to assigning a supervising teacher who:
   - Is a licensed teacher who has a master degree or above and who has a rich background of teaching experience in the classroom.
   - Will visit and observe the student teacher candidate in action a minimum of three times, in addition to the pre-training visit, during the student teaching experience. The supervisor will want to visit with the cooperating teacher during each visit regarding the candidate's progress. The supervising teacher will take notes and complete the Supervising Teacher Evaluation Form found in the Appendix of this handbook.
   - Will schedule each visit to the building in advance, coordinating the visit with the cooperating teacher and/or student teacher.
   - Provides the student teacher candidate with a feedback sheet called the "Supervising Teacher Evaluation Form" at the completion of the visit. A copy of this form will be provided to the student teacher candidate and the cooperating teacher. Please refer to the appendix to view a copy of this form.
   - Will work closely with the cooperating teacher in an effort to provide the best learning experience possible for the student teacher candidate.

The supervising teacher will be the cooperating teacher's university contact person. The supervising teacher will make every effort to maintain contact with the cooperating teacher, particularly when potential problems might exist, and the cooperating teacher is encouraged to contact the supervising teacher whenever it is deemed necessary.

4. **Lesson Plans** - Written lesson plans are expected. The Department has a suggested format for lesson plan development. Please refer to the syllabus under the heading "Course Assignments."

5. **Self Evaluation Rubric** – Each student candidate will fill out at least two “Accommodations/ Modifications/ Adaptations for Individual Students” self-evaluation rubrics. This rubric allows the candidates to rate themselves on their ability to provide interventions and strategies when teaching students with special needs and/or diverse learners. A sample of this form is in the Appendix of this Handbook.
6. **Attendance and Absences** - Student teacher candidates are expected to be on the job site at all times possible and adhere to the building calendar to which they are assigned. Due to the importance of the student teaching experience, absences are discouraged; however, should an illness or emergency occur, the absence should be reported before the fact to the cooperating teacher and the supervising teacher. If a prolonged illness or emergency occurs, the candidate may be expected to make up classroom time after the scheduled final week. Spring candidates should be permitted to attend the spring Teacher Fair. Opportunities to leave class for interviews should be limited and meet with the approval of the cooperating and supervising teachers. Please refer to the Attendance section of the syllabus.

7. **Planning for Student Teacher Phase-In** - The student teacher candidate should be gradually phased into classroom responsibilities. The University prefers that the candidate gradually moves from student-teacher to student-teacher. The candidate will move from reliance on guidance from the cooperating teacher to a more proactive role in planning, collecting materials, decision making, and teaching. Please refer to the section "Information for the Cooperating Teacher" found in this Handbook.

8. **Phase-Out Period** - This period should be brief and limited as the cooperating teacher once again assumes full responsibility for the classroom. It may be appropriate for the student teacher candidate to observe other quality teachers within the building for a few hours during the final days of phase-out. Student teachers should not be removed from teaching responsibilities for the entire last week.

9. **Evaluations** - The Department will send the evaluations to the cooperating teacher during the seventh and fourteenth weeks of student teaching. This form is called the "Baker University Student Teacher Evaluation Form." A sample of this form is in the Appendix of this Handbook. Toward the end of student teaching, the University's Career Development Center will send the cooperating teacher a recommendation form for the student teacher candidate. This recommendation will be placed in the candidate's credential file.

10. **Grading Policies** - The University supervising teacher will assume responsibility for grading the student teaching experience; however, the supervising teacher will consult with the cooperating teacher(s) prior to assigning the grade. Student teacher candidates often have two or more supervising teachers with whom they work, all of whom must be consulted.

11. **The Professional Level of Student Teaching** - The University expects the student teacher to act in a professional manner. Candidate professionalism is demonstrated by dress, conduct, attitude, and positive expectations that all students will learn. Please refer to The Professional Nature of Teaching section found in the course syllabus.

12. **Supervisor's Card** - The supervising teacher will leave a business card with the cooperating teacher at the close of the training session. Contact phone numbers and email addresses will be exchanged.
CONCEPTUAL FRAMEWORK

Baker University School of Education is committed to learning and to developing confident and competent educational leaders.

SOE Vision
The Baker University School of Education provides quality programs grounded in a tradition of academic excellence and responds to the educational needs of the future.

SOE Beliefs
The School of Education believes a confident and competent educational leader
- Advocates for all students and their learning successes;
- Has a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Has the commitment and skills to transfer knowledge, beliefs and values into policy and practice;
- Demonstrates interpersonal practices that advance the welfare and dignity of all persons; and
- Maintains an unremitting drive for improvement.

The model of the School of Education (SOE) Conceptual Framework (CF) illustrates the dynamic and systematic process used to develop and sustain educational programs committed to learning and to the development of confident and competent educational leaders. The seven components of the model are encapsulated within two wheels. The larger first wheel contains the 1) Beliefs, 2) Program Objectives, 3) Essential Characteristics, and 4) Commitments. These components surround the 5) Mission, which is the hub of the wheel. The second wheel contains the 6) Vision. The two wheels are linked together by 7) the Evaluation Process. The larger wheel represents the basis on which SOE programs are built and the second wheel provides the basis for future growth. The evaluation process provides the evidence for determining how closely the vision supports and advances our mission.

The research bases used to support Baker University School of Education Programs include the Interstate New Teacher Assessment and Support Consortium (INTASC), Standards, the National Board for Professional Teaching Standards (NBPTS), and Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*
Significance of the Cooperating Teacher

All agree that the role of the cooperating teacher is of paramount importance, and the contributions of that person have much to do with the success of a teacher in his or her first year of teaching. That role is complex and calls upon that member of the teaching profession to offer encouragement, constructive criticism, advice, modeling, and guidance. The many hours of contact between the student teacher and the cooperating teacher allow the latter person to become aware of many of the strengths and weaknesses of the fledgling teacher. These contacts also allow that person to make important contributions to the development of that student teacher.

Almost without exception, cooperating teachers are fully aware of the weight of responsibility that they assume. These teachers are generally true professionals who receive very little in monetary reward, but are willing to contribute to the profession in this crucial manner. Most gain a strong sense of satisfaction for the opportunity to work closely with someone who is starting a challenging journey.

Cooperating teachers recognize, however, that their ultimate responsibilities to their own pupils are not reduced, and there are some situations in which that teacher must choose between what may seem to be best for the student teacher or the pupils, and we recognize that duties to the pupils take priority.

Frequently the teacher who is working with his or her first student teacher is awed by the duties. Experienced cooperating teachers realize that, in most cases, responsibility to pupils, to the student teacher, and to the profession run parallel and do not require a slighting of any duties. Most cooperating teachers have found that adequate preparation of the class in advance and phasing the student teacher into the responsibilities leads to a smooth transition.

There are some benefits that can come to the cooperating teacher to balance against the complexities. Often the student teacher brings considerable enthusiasm and expertise relating to some aspects of the field of study. The presence of that new person also makes possible increased individual attention for the pupils.

Below are suggestions to help the student teacher transition into your classroom successfully.

1. Secure a desk/work area for the student teacher.

2. Introduce the student to members of the faculty and staff and prepare students/parents for the arrival of your student teacher. This is extremely important. If a student teacher can be made
to feel accepted by the faculty, staff, and students of the school, much anxiety is eliminated; this makes a huge difference in the view your pupils have of the student teacher, also.

3. Familiarize the student teacher with classroom organization, including such matters as daily routines (attendance, tardiness, pass-slips, procedures for collecting and returning homework, procedures to be used in fire drills, etc.), seating arrangements, and the daily and/or weekly schedule.

4. Familiarize the student teacher with the scope and sequence of content material you will be covering. Discussion of these matters will help the student teacher to develop a sense of direction and start creating lesson plans.

5. Familiarize the student teacher with your procedures for record keeping, especially attendance records, daily evaluations, and assessments.

6. Familiarize the student teacher with learning materials that are available, including such things as technology resources, reference books, audio-visual materials, paper and other supplies, etc.

7. Familiarize the student teacher with your classroom management rules and procedures and the disciplinary practices and regulations of the building and the district.

8. Familiarize the student teacher with the district’s QPA goals and the teacher’s role in this process.

9. Provide the student teacher with any handbooks produced by the school and copies of other written policies. It is often helpful to suggest that a student teacher pay particular attention to one or more points in such matters. Further, it is often a good idea to discuss any unwritten policies with the student teacher.

10. Tour the building with the student teacher and include such places as the library, faculty workroom, and the lunchroom.

11. Familiarize the student teacher with such matters as the schedule for faculty meetings, Parent-Teacher-Association meetings, and parent-teacher conferences.

12. Familiarize the student teacher with extra-curricular activities, including the rules and regulations that govern them and, particularly, any opportunities the student teachers will have to participate.

Assigning Responsibilities to Student Teachers

Under ordinary circumstances, we believe the student teacher will be able to do some
teaching in a relatively short period of time. Generally, the person starts by teaching during one of the class periods. With whatever pacing seems appropriate, one or more periods of teaching are added until the student teacher is teaching whatever total of class periods seems appropriate for the particular situation. There can be no preset timetable for moving through such a progression.

Naturally we hope that a student teacher will have professional experiences that come as close to those faced by a regular teacher as seems feasible. We recognize, however, that the experiences will never completely correspond with actual teaching.

We suggest two basic options regarding the final teaching load of the person.

1. There can be situations in which the student teacher ultimately takes over all of the cooperating teacher's classes. In some ways this gets the person reasonably close to the actual teaching situation. However, this is a very heavy set of requirements since the student teacher will have to do much more original planning and will also have to learn a myriad of new skills that the teacher in the field will generally have mastered.

2. A second option may also give the student teacher a reasonably full taste of the real world by building to a total teaching load that is one class period less than that of the cooperating teacher. Since the student teacher should be doing an immense amount of planning, some additional time would become available to that person.

One advantage of the second option is that the student teacher can continue to study your style and strategies while he or she is teaching in other classes. There can easily be many questions that come to the person after taking over the responsibilities that simply did not enter his or her mind previously. If during one period a student teacher encounters a complex problem and then, later in the day, observes the cooperating teacher addressing a similar challenge, a new level of learning can be achieved.

Both these options are available, and the situation for each student teacher should be weighed to see which approach would be more appropriate. Also, one option could be tried, and if later it seemed advisable to do so, a shift to the other arrangement could be made. If there are questions regarding teaching load, a three-way conversation among cooperating teacher, student teacher, and college supervisor could be advantageous.

**Exchange of Teaching Duties**

Here, as with most aspects of the situation, no absolute guidelines can be established, but
we should seek a balance. There have been times in the past when a cooperating teacher practiced the "sink or swim" approach with the belief that this is the best arrangement for the student teacher. In such rare cases, a cooperating teacher would turn the full reins to the student teacher after a few days and virtually be unseen in the classroom after that.

At the other extreme a few cooperating teachers have, in a sense, hovered over the student teacher during most of the class sessions throughout the entire semester.

We believe that most cooperating teachers feel ambivalence about having someone take over their classes. Ordinarily, cooperating teachers are professional people who enjoy teaching and work strenuously to establish a productive working climate, and to have to back away from the close, immediate contact with students is difficult. In most cases, however, the cooperating teacher also identifies with the needs of the student teacher and recognizes how important it is for that person to be on his or her own a substantial amount of time during the fifteen weeks.

There are many valuable suggestions that the cooperating teacher can give by observing the newcomer teach. **We feel that initially the teacher should remain in the classroom while the student teacher is teaching.** The cooperating teacher is then in a position to provide many valuable suggestions. At this crucial time, the person is establishing a basic stance and shaping something of a teaching style. Feedback regarding the teaching strengths and weaknesses is particularly beneficial.

The question of how to pace the gradual shift from almost continuous observation to virtually complete absence from the classroom is impossible to answer in advance. The cooperating teacher's intuitive impressions are generally a good guide, and some experimentation and partially subjective conclusions regarding progress are helpful.

For those who might request it, sample guidelines for the exchange of teaching duties for both elementary and secondary student teacher candidates follow.
SAMPLE SCHEDULE

Elementary student teacher:

Week 1: Transition into building and classroom.

Week 2:
   Day 1: Begin taking over routine duties
   Day 2: Begin teaching spelling
   Day 3-4: Continue above
   Day 5: Begin preparations for science or social studies unit.

   Note: Responsibilities are cumulative; once they are taken over, whether it is teaching or conducting routine matters, those responsibilities continue.

Week 3:
   Day 1: Begin teaching math
   Day 2: Continue above
   Day 3: Begin teaching handwriting
   Day 4-5: Continue above

Week 4:
   Day 1: Begin teaching science or social studies unit as prepared
   Day 2-3: Continue above
   Day 4: Begin preparations for science or social studies unit
   Day 5: Continue above

Week 5:
   Day 1: Begin teaching language or reading
   Days 2-5: Continue above

Week 6:
   Day 1: Begin teaching science or social studies unit as prepared
   Day 2: Begin teaching any remaining reading groups (if groups are used)
   Day 3: Begin teaching any art classes
   Day 4: Take over other duties
   Day 5: Continue above

Week 7 and 8:
   The cooperating teacher is still in attendance and begins to pull out of the discipline role completely.
Week 9 and 10:
The student teacher is in complete charge of the room. The cooperating teacher may begin to come and go, leaving for periods of time as judged advantageous.

Weeks 11, 12, 13, and 14:
The cooperating teacher might stay out of the room during most or all of the day but should be available for assistance if emergencies arise.

Week 15:
The candidate continues to teach some subjects during this transition week, while the cooperating teacher returns to active participation in the room. It is hoped that during this week the student teacher will spend a few hours observing other classrooms, if possible. Student teachers should not be removed from teaching responsibilities for the entire last week.

Note: Many factors may alter this schedule, including principal requirements, cooperating teacher judgment, conditions within the make-up of the class, or the relative comfort level and control level of the student teacher.
SAMPLE SCHEDULE

Middle and Secondary student teachers:

Week 1: Transition into building and classroom.

Week 2:
   The student teacher candidate begins taking over routine classroom duties.

Week 3 and 4:
   The student teacher candidate begins assuming responsibility to teach one class with the cooperating teacher present.

Week 5 and 6:
   The student teacher candidate assumes responsibility for a second class with the cooperating teacher present.

Week 7, 8, and 9:
   Additional instruction responsibilities are given to the student teacher candidate with the cooperating teacher stepping out on occasion.

Week 10, 11, 12, 13, and 14:
   The student teacher candidate assumes primary instructional responsibility for all classes, conferring regularly with the cooperating teacher. The cooperating teacher need not be in the room a great deal; however, he/she should remain in the area and be easily located should a problem occur.

Week 15:
   This period of time should start the phase-out process as the cooperating teacher gradually assumes instructional responsibilities for classes. The candidate should not be totally relieved of responsibilities. They can continue to teach some subjects and assist the cooperating teacher in many ways. It is hoped that during this week the student teacher will spend a few hours observing other classrooms, if possible.

Note: Many factors may alter this schedule, including principal requirements, cooperating teacher judgment, conditions within the make-up of the class, or the relative comfort level and control level of the student teacher.
Conferences with the Student Teacher

We suggest that the cooperating teacher set aside a few minutes each day to confer with the student teacher. The session need not be long, but regularity is important. (There may also be times that either you or the student teacher will want to visit at more length than the regular sessions.) Daily conferences with opportunities for feedback, specific suggestions, and assessment of progress brings benefits to both parties. The student teacher knows that there is at least one opportunity each day to seek advice and guidance and to share feelings about events.

Most cooperating teachers feel more comfortable making suggestions through a pattern of regular meetings. If the only time the two persons get together is when there are particular problems, the sessions are considerably less relaxed. Although it is generally somewhat painful to point out weaknesses, the cooperating teacher needs to do so. Perhaps the most common weakness of communication comes when a cooperating teacher will say little other than "everything is going fine."

It is advisable for you to prioritize your suggestions. In a single class session, an experienced teacher might be able to spot as many as 15 or 20 elements of the class that could be improved in some way. However, if one attempted to describe and explain all of those to the student teacher in one session, he or she could become almost overwhelmed. The better approach is to identify one positive element of the teaching for reinforcement and one area for improvement.

As you undoubtedly realize, the cooperating teacher should maintain an awareness also of the strengths observed and should comment on those. As with all important learning, one of the smoothest roads to improvement is to build on existing strengths. This explains the suggestion of identifying both one's strengths and weaknesses during a conference.

In regards to the area of professional development, some of the possible topics are:

- a) Focus on student learning
- b) Decision making
- c) Knowledge of content
- d) Knowledge and use of materials
- e) Knowledge of child growth and development
- f) Instructional skills
- g) Classroom management skills
- h) Planning skills
- i) Human relations skills
- e) Knowledge of child growth and development

During sessions it is well to comment on the degree of progress in those areas that were targeted previously. In some areas, a few days of attention directed by the student teacher may bring satisfactory progress. Others are more complex and pervasive and will require some degree of attention over a long period of time.
INFORMATION FOR STUDENT TEACHERS

The Student Teacher's Schedule

Baker students are in student teaching for fifteen weeks. Holidays in your school system may shorten this a few days. Once a student teacher starts student teaching, he follows the holiday schedule of the school, not Baker's schedule. **A student teacher must not be granted permission to end student teaching early**, unless the cooperating teacher and the college supervisor confer and determine that there is some special reason for such a departure from the standard pattern.

Candidates will meet on Baker campus approximately three times during student teaching. These sessions will be held for about an hour in the morning and will officially be a part of the methods course. Thus methods assignments may also be due at this time. The intent is not to add to the student teaching burden but to integrate the theory of effective teaching with the practice candidates are experiencing during student teaching.

During the spring semester, Baker hosts a Teacher Fair. Since this event provides opportunities for student teachers to participate in job interviews, it is requested that arrangements be made to allow the student teacher to participate. The date of the Teacher Fair will be provided early in the semester.

Student Teacher Absences

A fifteen-week student teaching assignment is short enough that it is important that one not be absent at all during this time. However, we realize that many newcomers in schools have not yet developed "teacher-immunity" to school germs and may become ill. If your student teacher is extremely ill or is contagious, he or she should follow your school's policy on calling in sick. He or she should notify you as soon as possible, so alternate plans can be made. The student teaching supervisor should also be notified within twenty-four hours of the absence.

The University does not have a formalized policy regarding an acceptable number of absences. Nonetheless, it is possible to explain the guidelines under which we have operated over the past few years. Generally, one absence for illness is not a cause for alarm; however, we start thinking of possible make-up days if more than two days are missed. This decision has to be made by the three of us—supervising teacher, student teacher, and you.
Occasionally students ask to miss for reasons other than illness and we try to be understanding, especially if we are notified ahead of time and are able to clear it with you and your principal. It is important that the student teacher follows your school's procedure regarding absences and obtains your permission as well as the supervising teacher's.

Evaluating the Student Teacher

We seek your help in evaluating the student teacher's progress. Twice during the student teaching period we ask that you complete an evaluation form. A sample, entitled “Student Teacher Evaluation Form,” is included in the appendix. Through this form, as well as by means of conversation, we gain important insights regarding the student teacher's progress. Our office will mail these forms to you. The Baker Career Development Center will also need your formal assessment of your student teacher. This form is returned to the Baker Career Development Center, where it becomes an important element of the individual's credentials.

After Week 7, first evaluation for Education Department.
After Week 14, second (final) evaluation for Education Department
After Week 15, formal evaluation for Career Development Center.

The Student Teacher's Grade

There are a number of dilemmas associated with grading. We recognize that students who do not receive high grades in student teaching often face obstacles in regards to employment. While recognizing this, we want to avoid grade inflation and strive to assign an honest grade. Our program is selective regarding entrance to student teaching, and thus those with fewer capabilities have already been screened from the group of candidates. Therefore, candidates approved for the professional semester have satisfied a number of criteria and are expected to have a high probability for success.

Consequently, we do not feel that anything like grading on a curve is appropriate. In simplest terms, we feel that those who do superior work should receive an "A." An "A" could also be awarded to student teachers that have overcome initial problems and thus shown growth and development. Those who have performed at a somewhat lower level, both in terms of achievement and growth, but have functioned in a sound manner would be candidates for a "B." If the student teacher's accomplishments have been marginal in a number of ways, a grade of "C" would be considered appropriate. This would mean that the person would receive a passing grade but would undoubtedly face difficulties in
obtaining employment. Our policy is that if a student should do so poorly that a grade of "D" is assigned, he or she is not recommended for a teaching certificate.

Baker's policy dictates that the college supervisor has the ultimate responsibility for assigning the grade. However, we seek input from the cooperating teacher and those views are seriously considered before the final decision is made.
Working with the College Supervisor

The supervisor will make a minimum of four visits during the student teaching weeks and will, as many of the times as possible, plan to visit with you regarding the student teacher's progress. The first visit will be a three-way conference between the student teacher, cooperating teacher, and the supervising teacher. When possible or when special problems arise, the supervisor will visit more than the minimum number of times. Usually the visits between the supervisor and the cooperating teacher immediately follow the observation of the teaching. The ordinary pattern is for the supervisor to then visit with the student teacher. If you could be with the class during that time, the conference would be facilitated.

Generally, the student teacher is informed in advance concerning the supervisor's visit. Organizing the travel in such a way as to allow the appropriate number of contacts is quite difficult, and when the college representative arrives and finds that the school is on a special schedule for that day or some other change makes it impossible to see the student teacher in action, damaging inefficiency results. For this reason, we ordinarily let the student teacher know when we are coming.

Should any problem arise that you feel should have the college supervisor's immediate attention, please do not hesitate to call the supervisor.

Remuneration

As required by state department regulations, Baker University has a contract with each school district that accepts our student teachers. Policies for remuneration vary in the different districts.

In some we pay cooperating teachers directly; in others our payment goes to the district office. Regardless of which arrangement is followed, the checks are issued close to the end of the semester.
A Word of Appreciation

All of us who are involved in teacher education at Baker University deeply appreciate the efforts made by cooperating teachers on behalf of our students. We are aware of the inconveniences, extra work, and other sacrifices that cooperating teachers make and we are sincerely grateful. We recognize that without the efforts of conscientious and dedicated cooperating teachers we would not be able to be involved in teacher education.

We are pleased that you have agreed to work with us and look forward to the privilege of becoming better acquainted with you.
APPENDICES
BAKER UNIVERSITY
STUDENT TEACHER EVALUATION FORM
INITIAL FORM

Student Teacher –

School –

Subject or Grade –

This check list is one means of evaluating the student teacher’s effectiveness and growth. Please check each criteria listed below. Column 1 suggests unsatisfactory ability; 2 = below average ability; 3 = average ability; 4 = above average ability; and 5 = very strong ability. Please use N/O if you have not had the opportunity to observe.

This Baker University student teacher demonstrates:

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<tr>
<td>1.</td>
<td>The ability to make content meaningful.</td>
<td>N/O</td>
<td>1</td>
<td>2</td>
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<td>2.</td>
<td>An understanding of learning and development sufficient to enhance learning for all students.</td>
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<td>3.</td>
<td>The ability to provide different approaches to learning sufficient to meet the needs of exceptional and diverse learners.</td>
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<td>4.</td>
<td>Skills in using appropriate instructional strategies to develop critical thinking, problem solving, reflection, and performance skills.</td>
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<td>5.</td>
<td>The ability to motivate students and control student behavior.</td>
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<td>6.</td>
<td>The ability to communicate effectively and encourage classroom interaction.</td>
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<td>7.</td>
<td>A strong knowledge base and the ability to plan effectively.</td>
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<td>8.</td>
<td>The ability to make and interpret student assessments.</td>
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<td>9.</td>
<td>Professional skills, responsibilities, attitudes and ethical values.</td>
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<td>10.</td>
<td>The ability to establish collegial relationships with colleagues, parents, and community that supports student learning.</td>
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<td>11.</td>
<td>The ability to integrate curriculum across and within subject areas.</td>
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<td>12.</td>
<td>Skills in using technology to enhance instructional practices.</td>
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<td>13.</td>
<td>The ability to receive and respond to suggestions and criticism.</td>
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Comments:

Signature__________________________ Date____________________

Cooperating Teacher –

Thank you for your assistance to help develop a future educator. Please return this form in the envelope provided.
## BAKER UNIVERSITY
### STUDENT TEACHER EVALUATION FORM
#### FINAL FORM

**Student Teacher** –

**School** –

**Subject or Grade** –

This check list is one means of evaluating the student teacher's effectiveness and growth. Please check each criteria listed below. Column 1 suggests unsatisfactory ability; 2 = below average ability; 3 = average ability; 4 = above average ability; and 5 = very strong ability. Please use N/O if you have not had the opportunity to observe.

<table>
<thead>
<tr>
<th>This Baker University student teacher demonstrates:</th>
<th>N/O</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The ability to make content meaningful.</td>
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<tr>
<td>2. An understanding of learning and development sufficient to enhance learning for all students.</td>
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<td>3. The ability to provide different approaches to learning sufficient to meet the needs of exceptional and diverse learners.</td>
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<td>4. Skills in using appropriate instructional strategies to develop critical thinking, problem solving, reflection, and performance skills.</td>
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<td>5. The ability to motivate students and control student behavior.</td>
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<td>6. The ability to communicate effectively and encourage classroom interaction.</td>
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<td>7. A strong knowledge base and the ability to plan effectively.</td>
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<td>8. The ability to make and interpret student assessments.</td>
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<tr>
<td>9. Professional skills, responsibilities, attitudes and ethical values.</td>
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<tr>
<td>10. The ability to establish collegial relationships with colleagues, parents, and community that supports student learning.</td>
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<td>11. The ability to integrate curriculum across and within subject areas.</td>
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<td>12. Skills in using technology to enhance instructional practices.</td>
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<tr>
<td>13. The ability to receive and respond to suggestions and criticism.</td>
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</tbody>
</table>

**Comments:**

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**Signature**

**Cooperating Teacher** –

Thank you for your assistance to help develop a future educator. Please return this form in the envelope provided.

**PLEASE RETURN BY DECEMBER 10TH (FALL SEMESTER) OR BY MAY 10TH (SPRING SEMESTER)**
COOPERATING TEACHER RECOMMENDATION

Name: ____________________________________________

Major Curriculum: ___________________ Date of Certification: _______________________

In keeping with Federal Regulations concerning the Family Educational Rights and Privacy Act (1974):
☐ This candidate has exercised his/her right to view this credential file (open).
☐ This candidate has waived his/her right to view this credential file (closed).

TO THE COOPERATING TEACHER: Please evaluate the performance of the candidate whose name appears above. This evaluation should contain information which will guide an employer in assessing a candidate’s likelihood for success in education. You may include comments on such areas as command of subject, teaching ability, classroom management, relationship with students, attitude, etc. Information about gender, race, color, creed, national origin, or ancestry should not be included.

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Skilled</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 NO</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Makes content meaningful

Ability to provide learning strategies for exceptional and diverse learners

Instructional skills

Motivates students

Communication skills

Organization and planning

Student assessment skills

Professional responsibilities and attitudes

Uses technology to enhance learning

Please write a few comments expanding on your knowledge of this candidate’s abilities:

---

COOPERATING TEACHER INFORMATION

NAME: ____________________________________________

POSITION/TITLE: __________________________________

SCHOOL (typed/printed): __________________________

PHONE NUMBER: __________________________

ADDRESS: ______________________________________

SIGNATURE: ___________________________________

DATE: _________________________________________
Self-Evaluation RUBRIC

Accommodations/Modifications/Adaptations for Individual Students

Fairness doesn't mean that everyone gets the same, Fairness means that everyone gets what they need.
Dr. Richard Lavoie

Student Teacher ______________________  School_____________________________
Grade/Subject_______________  Cooperating Teacher_____________________

1. Read and reviewed student's IEP with SPED personnel?
   Yes ___
   No ___
   If no, why not?_____________________________________________________

   Student's current level of performance for instruction purpose:  Level __________
   (optional)

2. HAVE YOU PROVIDED STUDENT WITH NEEDED ENVIRONMENTAL STRATEGIES: please check all that apply
   a. ___ limited visual distraction   e. ___ individual
   b. ___ limited auditory distractions   f. ___ preferential seating
   c. ___ study carrel
   d. ___ small group
   g. ___ frequent breaks

3. HAVE YOU PROVIDED STUDENT WITH NEEDED CURRICULUM STRATEGIES AND MATERIALS: please check all that apply
   a. ___ adjust quantity of material to be completed
   b. ___ use supplementary materials
   c. ___ taped text
   d. ___ adapted or modified text
   e. ___ high interest material
   f. ___ highlighted text or study guides
   g. ___ adapted study guides (i.e., cloze or maze strategy)
   h. ___ typed teacher handwritten material
   i. ___ student provided copy of teacher's notes
   j. ___ additional materials for added practice
   k. ___ tape lessons for re-play at a later time
   l. ___ self-paced/self-checking programmed materials
   m. ___ individual student packets
   n. ___ provide parallel curriculum
   o. ___ other __________________________________________________________
4. HAVE YOU PROVIDED STUDENT WITH NEEDED PRESENTATION STRATEGIES: please check all that apply

a. ___ advanced organizers  i. ___ use multi-sensory approach
b. ___ pre-teach vocabulary  j. ___ use auditory learning approach
c. ___ visual & oral directions  k. ___ use visual learning approach
d. ___ provide written copy of directions  l. ___ provide course outline
e. ___ educational games  m. ___ cooperative learning opportunities
f. ___ demonstrations  n. ___ emphasize critical points
g. ___ manipulative  o. ___ other _______________________
h. ___ limit amount of material on a single page

5. HAVE YOU PROVIDED STUDENT WITH NEEDED ORGANIZATION and/or PACING STRATEGIES: please check all that apply

a. ___ extended time requirement  
b. ___ allow for breaks as needed  
c. ___ use folders or notebook  
d. ___ set time expectations for assignments  
e. ___ use timer  
f. ___ maintain a system to record assignments (sheet or planner)  
g. ___ teach study skills  
h. ___ give student extra set of books to keep at home  
i. ___ monitor student’s work regularly—provide feedback  
j. ___ have parent sign assignment sheet  
k. ___ teacher or buddy needs to check to see if students has the assignment written in assignment book before he leaves each class  
l. ___ other __________________________________________

6. HAVE YOU PROVIDED STUDENT WITH NEEDED BEHAVIOR MANAGEMENT STRATEGIES: please check all that apply

a. ___ provide time-out areas  c. ___ regular school counseling
b. ___ behavior contract  d. ___ other _______________________

Please Rate your effectiveness in providing accommodations/modifications/adaptations for students:

<table>
<thead>
<tr>
<th>Not effective</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Highly effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = no intervention or strategies used</td>
<td>3 = minimal intervention/strategies used with limited effect</td>
<td>5 = multiple and varied intervention/strategies used that were effective</td>
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Comments

Signature_________________________________________  Date _____

(student teacher)

Timberlake - Revised Spring 2009
<table>
<thead>
<tr>
<th>Subject</th>
<th>Assignment Due Today</th>
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</thead>
<tbody>
<tr>
<td>Date</td>
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</tr>
<tr>
<td>Materials</td>
<td>Copies Needed</td>
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<tr>
<td>Notes and Reminders</td>
<td>Reflections on Successes/Revisions</td>
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<th>Set</th>
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<tr>
<th>Standard. Benchmark. Indicator</th>
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<table>
<thead>
<tr>
<th>Unit Goal/Essential Question(s)/Enduring Understanding</th>
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<tbody>
<tr>
<td>Lesson Objective(s)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
<th></th>
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<tbody>
<tr>
<td>Pre-Assessment (Unit or Lesson) -- Diagnostic</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Post-Assessment -- Formative or Summative</th>
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<tbody>
<tr>
<td>Time</td>
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</table>

Modifications for Adapted Learners and Extension Activities for Talented or Gifted

Closure

<table>
<thead>
<tr>
<th>Independent Practice/Assignment</th>
<th>Due Date</th>
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</table>

Revised 3/22/06
Baker University School of Education is committed to learning and to developing confident
and competent educational leaders.

Course Description: 
During this cumulative field experience, teacher education candidates plan and

teach lessons and units, utilizing a variety of instructional strategies to motivate students

with different learning styles. In addition, candidates are expected to create and
evaluate multiple assessments and assess their impact on student learning. Candidates are expected to exhibit the values and ethics of a professional educator,
take part in conferences, and assist in a variety of in-class and extra-class activities.

Teacher education candidates participate in teaching and related responsibilities
throughout the entire day for a period of fifteen weeks. Candidates earning K-12
licensure will split the student teaching experience and earn six credits in ED 450 and
six credits in ED 470.

Prerequisite: Approval by the Teacher Education Committee.

Music Teacher Candidates ONLY
“The music education student teacher, in consultation with the cooperating teacher(s), the academic
advisor, and the music education coordinator, is strongly encouraged to arrange to extend the semester
(before the start and/or after the close of the Baker University semester) to coincide with the needs of the
assigned school.”

Course Objectives:
Department candidates will be expected to demonstrate skills that coincide with
the Program Objectives identified in the School of Education’s Conceptual Framework. In addition to the above crucial objective and in concert with the Department’s mission
to develop confident and competent educational leaders, teacher education candidates
will fulfill the following objectives.
A. The Baker University teacher education candidate will define teaching as
decision making, and will make professional decisions concerning:
1. Content,
2. The behavior of the learner, and
3. The behavior of the teacher.

B. The Baker University teacher education candidate will be prepared to meet
seven areas of classroom responsibility of a teacher.
1. Instructional skills
The teacher candidate will:
- select and write objectives at the correct levels of difficulty for students,
- be able to teach to an objective and make the content meaningful,
- monitor and assess student learning, and adjust the teaching, and
- consistently and creatively use effective principles of learning, such as active participation, actively involving the learner in the learning, including cooperative learning, motivation, reinforcement, guided
practice, transfer of learning, dignifying student responses, and
six-trait writing.

2. Planning skills
The teacher candidate will:
   - plan integrated units of instruction,
   - plan lessons using a lesson design format,
   - label lessons according to state content standards,
   - emphasize higher level thinking by utilizing Bloom's Taxonomy
     when planning lessons,
   - employ diagnostic, formative, and summative assessments, and
   - implement a variety of instructional strategies for introducing and
     reinforcing learning.

3. Classroom management skills
The teacher candidate will:
   - exhibit behavioral, time, and classroom environment management
     skills, and
   - discipline with dignity.

4. Knowledge of child growth and development
The teacher candidate will:
   - utilize knowledge of child growth and development including those
     students with special needs.

5. Knowledge of content
The teacher candidate will:
   - exhibit an appropriate knowledge level of content.

6. Interpersonal skills
The teacher candidate will:
   - display dispositions appropriate for a teacher.
   - exhibit interpersonal skills in dealing with students, fellow
     educators, parents, and other adults.

7. Knowledge and use of materials
The teacher candidate will:
   - exhibit knowledge and appropriate use of materials including
     computers and related technology, print, and other media.

C. The Baker University teacher education candidate will link the theoretical aspects
   of learning to teach with the real world of teaching.
1. Field experiences: The teacher candidate will
   - observe, reflect upon, and experience the world of teachers and
     students by participating in developmentally sequential field
     experiences.
Performance Activities:
Teacher candidates will provide evidence of skill mastery by the following means:

Candidate Performance: Teach under the supervision of a mentor teacher and supervising professor

Assessment Instruments: Formative assessments will include multiple observations and feedback sessions by both the cooperating and supervising teachers. Summative assessments will include the rating on the "Baker University Student Teacher Evaluation" form

Course Assignments:
Students should make detailed lesson plans, explaining both content to be covered and pedagogical means by which this content will be addressed. The purposes of these plans are to think through the goals of each lesson, the means chosen to achieve these goals, and the ways in which to evaluate the effectiveness of these goals. Sample forms are provided. These lesson plans should be shown to the cooperating teacher on a daily or weekly schedule, whichever is more convenient to that teacher. These lesson plans are to be shown to the supervising teacher at each visit, as well as other times, if requested. Plans should be chronologically organized by subject matter in a three-ring notebook. The cooperating teacher’s comments and/or signature as well as the student teacher's reflective comments should be included. It is expected that the cooperating teacher may want to provide assistance in developing unit and lesson plans at first, but students should become independent in developing these plans by the end of the student teaching placement.

Supervisory Visits:
Supervisory visits will be scheduled ahead of time but the supervisor reserves the right to "drop in." A minimum of four visits will be made which includes an initial introductory training visit with the cooperating teacher. Actual supervisory visits will start the third or fourth week of student teaching. Students should feel free to contact supervisors any time there is a concern or question. The supervisor should be handed a lesson plan of the lesson that is to be observed. The supervisor will confer with the cooperating teacher before meeting with the student teacher. The supervisor/student teacher meeting will include feedback, reflection, and problem solving. Secondary student teachers will also be observed by a faculty member from the content area at least one time.

Course Grades:
Grades will be determined by the supervising teacher in consultation with the cooperating teacher. The cooperating teacher will complete two evaluations during student teaching. Grades will be based on the quality of plans, teaching expertise, and classroom management skills. Improvement during the course of the experience will also be weighed.
Students who require modifications of course materials or test conditions in order to accommodate disabilities are asked to make their needs known to the instructor
during the first week of classes. The Learning Resource Center encourages all students with special needs to take advantage of the support offered there. Information is available on the web site at lrc@bakeru.edu or by phoning 594-8352 or 594-6451, extension 352.

**Academic Misconduct:**

The Department of Education adheres to the policies and procedures regarding academic misconduct as outlined in the Student Handbook.

**From Student-Teacher to Student-Teacher:**

Many cooperating teachers are indeed cooperative and are eager to provide assistance in the first few weeks of student teaching. We hope, however, that, as the semester progresses, the candidate will gradually move from the role of student-teacher to student-teacher. We visualize this as a progression from relying on guidance from the cooperating teacher to taking a more proactive stance in planning, collecting materials, and overall class decision-making. In this way, the candidate will gain the most benefit from the student teaching experience.

**The Professional Nature of Teaching:**

We at Baker University believe strongly in the need for professional behavior at all times. A student-teacher's professionalism is demonstrated by dress, conduct, and attitude. While an experienced master teacher commands respect primarily through his/her demonstrated proficiencies, a beginning teacher would do well to concentrate on looking the part as well as acting professionally. Consequently, we do not feel that jeans, sweatshirts, or leggings are appropriate attire for student-teachers and should be worn only in the event of scheduled "spirit" or casual days.

**Attendance:**

A fifteen-week student teaching assignment is short enough that it is important that one not be absent at all during this time. However, we realize that many newcomers in schools have not yet developed "teacher-immunity" to school germs and may become ill. If the teacher candidate becomes extremely ill or is contagious, please follow your school's policy on calling in sick. Also be sure to notify the cooperating teacher as soon as possible, so alternate plans can be made. And while the supervising teacher also needs to be notified regarding absences, candidates may use their judgment and call the supervisor later in the day or within the next twenty-four hours.

We do not have a formalized policy regarding an acceptable number of absences; we take each situation as it occurs. Nonetheless, it is possible to explain the guidelines under which we have operated over the past few years. Generally, one absence for illness is not a cause for alarm; however, we start thinking of possible make-up days if more than two days are missed. This decision has to be made by the supervising teacher, the cooperating teacher, and the teacher candidate.

Occasionally candidates ask to miss for reasons other than illness and we try to be understanding, especially if notified ahead of time and if candidates are able to clear it with the cooperating teacher and principal. It is important that you follow the school's procedure regarding absences and obtain permission from both the cooperating teacher
as well as the supervising teacher.

Candidates will meet on Baker campus approximately three times during student teaching. These sessions will be held for about an hour in the morning and will officially be a part of the methods course. Thus methods assignments may also be due at this time. The intent is not to add to the student teaching burden but to integrate the theory of effective teaching with the practice candidates are experiencing during student teaching.
STUDENT TEACHING IN THE MIDDLE SCHOOL

Baker University School of Education is committed to learning and to developing confident and competent educational leaders.

Course Description:
During this cumulative field experience, teacher education candidates plan and teach lessons and units, utilizing a variety of instructional strategies to motivate students with different learning styles. In addition, candidates are expected to create and evaluate multiple assessments and assess their impact on student learning. Candidates are expected to exhibit the values and ethics of a professional educator, take part in conferences, and assist in a variety of in-class and extra-class activities. Teacher education candidates participate in teaching and related responsibilities throughout the entire day for a period of fifteen weeks. Candidates earning K-12 licensure will split the student teaching experience and earn six credits in ED 450 and six credits in ED 470.

Prerequisite: Approval by the Teacher Education Committee.

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Course Objectives:
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A. The Baker University teacher education candidate will define teaching as decision making, and will make professional decisions concerning:
   1. Content,
   2. The behavior of the learner, and
   3. The behavior of the teacher.
B. The Baker University teacher education candidate will be prepared to meet seven areas of classroom responsibility of a teacher.
   1. Instructional skills
      The teacher candidate will:
      • select and write objectives at the correct levels of difficulty for students,
      • be able to teach to an objective and make the content meaningful,
      • monitor and assess student learning, and adjust the teaching, and
      • consistently and creatively use effective principles of learning, such as active participation, actively involving the learner in the learning, including cooperative learning, motivation, reinforcement, guided
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2. Planning skills
The teacher candidate will:
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- plan lessons using a lesson design format,
- label lessons according to state content standards,
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- employ diagnostic, formative, and summative assessments, and
- implement a variety of instructional strategies for introducing and reinforcing learning.

3. Classroom management skills
The teacher candidate will:
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- discipline with dignity.

4. Knowledge of child growth and development
The teacher candidate will:
- utilize knowledge of child growth and development including those students with special needs.

5. Knowledge of content
The teacher candidate will:
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The teacher candidate will:
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STUDENT TEACHING IN THE SECONDARY SCHOOL
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   3. The behavior of the teacher.

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      • select and write objectives at the correct levels of difficulty for students,
      • be able to teach to an objective and make the content meaningful,
      • monitor and assess student learning, and adjust the teaching, and
      • consistently and creatively use effective principles of learning, such as active participation, actively involving the learner in the learning,
including cooperative learning, motivation, reinforcement, guided practice, transfer of learning, dignifying student responses, and six-trait writing.

2. Planning skills
The teacher candidate will:
- plan integrated units of instruction,
- plan lessons using a lesson design format,
- label lessons according to state content standards,
- emphasize higher level thinking by utilizing Bloom's Taxonomy when planning lessons,
- employ diagnostic, formative, and summative assessments, and
- implement a variety of instructional strategies for introducing and reinforcing learning.

3. Classroom management skills
The teacher candidate will:
- exhibit behavioral, time, and classroom environment management skills, and
- discipline with dignity.

4. Knowledge of child growth and development
The teacher candidate will:
- utilize knowledge of child growth and development including those students with special needs.

5. Knowledge of content
The teacher candidate will:
- exhibit an appropriate knowledge level of content.

8. Interpersonal skills
The teacher candidate will:
- display dispositions appropriate for a teacher.
- exhibit interpersonal skills in dealing with students, fellow educators, parents, and other adults.

7. Knowledge and use of materials
The teacher candidate will:
- exhibit knowledge and appropriate use of materials including computers and related technology, print, and other media.

C. The Baker University teacher education candidate will link the theoretical aspects of learning to teach with the real world of teaching.

1. Field experiences: The teacher candidate will
- observe, reflect upon, and experience the world of teachers and students by participating in developmentally sequential field experiences.
Performance Activities:
Teacher candidates will provide evidence of skill mastery by the following means:

Candidate Performance: Teach under the supervision of a mentor teacher and supervising professor

Assessment Instruments: Formative assessments will include multiple observations and feedback sessions by both the cooperating and supervising teachers. Summative assessments will include the rating on the “Baker University Student Teacher Evaluation” form

Course Assignments:
Students should make detailed lesson plans, explaining both content to be covered and pedagogical means by which this content will be addressed. The purposes of these plans are to think through the goals of each lesson, the means chosen to achieve these goals, and the ways in which to evaluate the effectiveness of these goals. Sample forms are provided. These lesson plans should be shown to the cooperating teacher on a daily or weekly schedule, whichever is more convenient to that teacher. These lesson plans are to be shown to the supervising teacher at each visit, as well as other times, if requested. Plans should be chronologically organized by subject matter in a three-ring notebook. The cooperating teacher’s comments and/or signature as well as the student teacher's reflective comments should be included. It is expected that the cooperating teacher may want to provide assistance in developing unit and lesson plans at first, but students should become independent in developing these plans by the end of the student teaching placement.

Supervisory Visits:
Supervisory visits will be scheduled ahead of time but the supervisor reserves the right to "drop in." A minimum of four visits will be made which includes an initial introductory training visit with the cooperating teacher. Actual supervisory visits will start the third or fourth week of student teaching. Students should feel free to contact supervisors any time there is a concern or question. The supervisor should be handed a lesson plan of the lesson that is to be observed. The supervisor will confer with the cooperating teacher before meeting with the student teacher. The supervisor/student teacher meeting will include feedback, reflection, and problem solving. Secondary student teachers will also be observed by a faculty member from the content area at least one time.

Course Grades:
Grades will be determined by the supervising teacher in consultation with the cooperating teacher. The cooperating teacher will complete two evaluations during student teaching. Grades will be based on the quality of plans, teaching expertise, and classroom management skills. Improvement during the course of the experience will also be weighed.

Students who require modifications of course materials or test conditions in order to accommodate disabilities are asked to make their needs known to the instructor
during the first week of classes. The Learning Resource Center encourages all students with special needs to take advantage of the support offered there. Information is available on the web site at lrc@bakeru.edu or by phoning 594-8352 or 594-6451, extension 352.

**Academic Misconduct:**

The Department of Education adheres to the policies and procedures regarding academic misconduct as outlined in the Student Handbook.

**From Student-Teacher to Student-Teacher:**

Many cooperating teachers are indeed cooperative and are eager to provide assistance in the first few weeks of student teaching. We hope, however, that, as the semester progresses, the candidate will gradually move from the role of student-teacher to student-teacher. We visualize this as a progression from relying on guidance from the cooperating teacher to taking a more proactive stance in planning, collecting materials, and overall class decision-making. In this way, the candidate will gain the most benefit from the student teaching experience.

**The Professional Nature of Teaching:**

We at Baker University believe strongly in the need for professional behavior at all times. A student-teacher's professionalism is demonstrated by dress, conduct, and attitude. While an experienced master teacher commands respect primarily through his/her demonstrated proficiencies, a beginning teacher would do well to concentrate on looking the part as well as acting professionally. Consequently, we do not feel that jeans, sweatshirts, or leggings are appropriate attire for student-teachers and should be worn only in the event of scheduled "spirit" or casual days.

**Attendance:**

A fifteen-week student teaching assignment is short enough that it is important that one not be absent at all during this time. However, we realize that many newcomers in schools have not yet developed "teacher-immunity" to school germs and may become ill. If the teacher candidate becomes extremely ill or is contagious, please follow your school's policy on calling in sick. Also be sure to notify the cooperating teacher as soon as possible, so alternate plans can be made. And while the supervising teacher also needs to be notified regarding absences, candidates may use their judgment and call the supervisor later in the day or within the next twenty-four hours.

We do not have a formalized policy regarding an acceptable number of absences; we take each situation as it occurs. Nonetheless, it is possible to explain the guidelines under which we have operated over the past few years. Generally, one absence for illness is not a cause for alarm; however, we start thinking of possible make-up days if more than two days are missed. This decision has to be made by the supervising teacher, the cooperating teacher, and the teacher candidate.

Occasionally candidates ask to miss for reasons other than illness and we try to be understanding, especially if notified ahead of time and if candidates are able to clear it with the cooperating teacher and principal. It is important that you follow the school's procedure regarding absences and obtain permission from both the cooperating teacher
as well as the supervising teacher.

Candidates will meet on Baker campus approximately three times during student teaching. These sessions will be held for about an hour in the morning and will officially be a part of the methods course. Thus methods assignments may also be due at this time. The intent is not to add to the student teaching burden but to integrate the theory of effective teaching with the practice candidates are experiencing during student teaching.