

STUDENT TEACHING HANDBOOK

Supervisor & Cooperating Teacher Version



KING'S COLLEGE
EDUCATION DEPARTMENT

Wilkes-Barre, Pennsylvania 18711

Updated Fall 2021

King's College is an Equal Opportunity/Affirmative Action Institution

KING'S COLLEGE EDUCATION DEPARTMENT

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The King's College Education Department reserves the right to change, alter, and/or modify without notice the contents of this handbook including but not limited to the programs, policies, regulations and procedures contained therein.

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Please note: our PK-4 student teachers have successfully completed courses in Social Studies Methods, Mathematics Methods, Science Methods and Literacy Across the Curriculum: The Reading-Writing Connection, normally taken the semester before student teaching. As part of the requirements for these classes, our teacher candidates on this level are assigned to an elementary school where they are required to teach a “theme” unit involving the above disciplines. This placement is for 125 hours.

PK-4 student teachers who are seeking PK-8 Special Ed certification take classes in Early Literacy Foundations, Introduction to Special Education, Assessment for the Diverse Learner, Specifically Designed Instruction and Differentiated Reading for the Developing Child. These classes require field experiences in schools with students with special needs.

Secondary teacher candidates, in addition to their content courses, take a methods class in their discipline, as well as a classroom management class which each require a 25 hour field experience that includes teaching lessons in their discipline.

Mission Statement of the College

King's College is a Catholic institution of higher education animated and guided by the Congregation of Holy Cross. **King's** pursues excellence in teaching, learning, and scholarship through a rigorous core curriculum, major programs across the liberal arts and sciences, nationally-accredited professional programs at the undergraduate and graduate levels, and personal attention to student formation in a nurturing community.

Vision Statement of the College

Since its founding in 1946, **King's** has been dedicated to the Holy Cross ideal of transforming minds and hearts with zeal in communities of hope. The College's commitment to students is expressed both in the curriculum and in co-curricular programs encouraging service, fostering reflection, and cultivating leadership skills. Inspired by the teaching and example of its namesake, Christ the King, who taught by example and ruled by love, **King's** forms graduates who will champion the inherent dignity of every person and will mobilize their talents and professional skills to serve the common good. In the words of its founding president, "**King's** teaches its students not only how to make a living, but how to live."

King's as Catholic and Holy Cross

Faithful to Blessed Basil Moreau's vision to educate people of diverse backgrounds and to the vision of its founders to educate the children of coal miners, **King's** provides an outstanding Catholic higher education to all qualified students who embrace its mission, including many first-generation college students.

As a Holy Cross institution, **King's** embodies the educational vision of Father Moreau, founder of the Congregation of Holy Cross. Father Moreau taught that quality education demands academic excellence, creative pedagogy, engaged mentorship, co-curricular participation, and a collaborative spirit.

As a Catholic institution of higher learning, **King's** honors faith and reason as mutually enlightening ways of knowing, probes life's great questions of meaning and purpose, encourages inter-religious and ecumenical encounter, and fosters habits of moral virtue. While promoting service to the poor and marginalized, **King's** educates for justice as a means to peace, witnesses to truth, and invites all to an encounter with the living God.

Adopted by the Board of Directors of King's College, May 2, 2015

Vision Statement of the Education Department

The Education Department of King's College will be recognized for its ability to effectively reflect upon and revise its own practices, and will be perceived as a leader in educational innovation and reform. We will be a leader in developing productive partnerships with our professional colleagues who represent the educational spectrum from early childhood education through higher education. Our program will be viewed as exemplary in the preparation of outstanding teachers who reflectively integrate disciplinary and pedagogical knowledge,

professional skills, and personal dispositions to meet the challenges found in the 21st century classroom.

Mission Statement of the Education Department

The mission of the Education Department is to prepare reflective practitioners who are recognized for their vision, motivation, knowledge, skills and dispositions as they develop, manage and monitor communities of learning in a diverse and complex world. This mission is built on the foundational tenets of a broad-based liberal arts education in the tradition of King's College and the Congregation of Holy Cross and the best professional practices of teacher education.

Goals of the Education Department

The general aim of the Education Department is to cooperate with the academic departments in the training of competent, conscientious teachers, by providing them with a broad educational background, specialization in one or more academic fields, and professional knowledge, skills, attitudes and ideals. Specifically, in the area of professional education, the department seeks to provide students with historical, psychological, philosophical and social backgrounds in education; to help students gain a knowledge of the patterns of human growth and development and an insight into the problems of students; to make known to students the psychological principles underlying learning, together with the techniques and methods of effective instruction; and to provide them with laboratory experiences in actual classroom instruction. Through such training the department seeks to give the prospective teacher reasonable assurance of success as a beginning teacher to provide him/her with the background to undertake the post-baccalaureate training necessary for growth in the profession.

Student teaching permits the student to put into practice his/her knowledge of subject matter, professional education, and human relationships. At the same time, it is further learning experience for the future teacher in developing his/her strengths and in overcoming weaknesses as a teacher. As a student teacher completes the student teaching experience, he/she should have achieved the competencies outlined for the teacher education program.

Information for Professional Participants

The relationship of the cooperating teacher, student teacher, principal, and the college supervisor of the student teacher should be an effective and rewarding one. The experience of the cooperating teacher can serve to focus the enthusiasm of the student teacher into constructive channels. Principals are valuable in providing administrative coordination.

The support and concern of the college supervisor will enable the student teacher to evaluate their performance objectively. The team concept is an important one for it allows the student teacher to function within a professional framework.

Information for the Cooperating Teacher

Student teachers will be assigned to one or more cooperating teachers during the period of student teaching. Cooperating teachers are recognized as successful teachers dedicated to the teaching profession.

1. Characteristics of Cooperating Teachers

Teacher Competence:

The cooperating teacher should:

1. Demonstrate excellence in teaching as documented by district evaluations.
2. Maintain a positive classroom environment characterized by proactive interpersonal skills and effective management techniques.

District Experience:

The cooperating teacher should:

1. Be certified in the area of emphasis in which the student teacher is seeking certification.
2. Be employed as a full-time teacher during the term the student teacher is assigned to him/her.
3. Have completed a minimum of five years of teaching experience in the area of emphasis in which the student teacher is seeking certification.

Professionalism:

The cooperating teacher should:

1. View sponsorship of a student teacher as a contribution to the profession.
2. Demonstrate flexibility and a willingness to share responsibility for the classroom.
3. Demonstrate the ability to objectively assess the student teacher's instructional performance.
4. Demonstrate ability to provide frequent, specific performance feedback.
5. Demonstrate ability to help the student teacher become a reflective practitioner.

2. Cooperating Teacher Responsibilities

The responsibility of the cooperating teacher is to assist the student teacher in understanding and assuming the role of the professional classroom teacher. This demands supportive supervision, modeling, guidance, and feedback on the part of the cooperating teacher.

The cooperating teacher is asked to contact the college supervisor immediately if a student teacher does not report to school on any day.

The cooperating teacher must initial the *Student Teaching Time Accrued Form (Appendix VI)* each week. The cooperating teacher should note in the space provided in the packet if the student teacher leaves the placement early or is late in arrival. Student teachers are expected to be in their placements prior to and sometimes after the normal school day, based on individual assignment requirements. ***The cooperating teacher is asked to notify the college supervisor immediately if a student teacher is not following these requirements.***

The Cooperating Teacher as a Professional Partner

1. Prepares for the arrival of the student teacher.
 - a. Becomes familiar with the background of the student teacher through conversation.
 - b. Prepares pupils for the student teacher's arrival.
2. Acquaints the student teacher with the school, staff, students, teachers, parents, and community.
 - a. Confers with the student teacher and building administrator to review district expectations.
 - b. Introduces the student teacher to the school community.
 - c. Creates an atmosphere of acceptance of the student teacher on the part of the pupils, parents, faculty, and school community.
 - d. Familiarizes the student teacher with the physical aspects of the building **including emergency procedures, i.e. fire drills and lock downs. This should be completed during the first days of a placement.**
 - e. Reviews school policies, regulations, and practices.
3. Provides a policy manual for the student teacher that includes: classroom rules, organization, and management.
 - a. Shares plans for creating a positive classroom environment and motivating students to succeed.
 - b. Introduces the student teacher to classroom routines and rules, seating arrangements, and other organizational plans.
 - c. **Explains rules for classroom behavior including consequences and procedures for sending students to the office.**
 - d. Familiarizes the student teacher with excuse forms, hall passes, and other standard school forms.
 - e. Describes procedures for notifying parents regarding grades and/or discipline policies including letters, phone calls, and conferences.

The Cooperating Teacher as an Instructional Guide

1. Provides a desk or workplace, necessary instructional materials, resources, supplies, and equipment.
 - a. Supplies copies of textbooks, curriculum guides, charts, planning books, student teaching handbook, faculty handbook.
 - b. Explains the school's policy on the use of copiers and paper allotments.
 - c. Takes time to teach the student teacher how to use copiers, media equipment, and other machines.
2. Guides lesson planning and material development.

- a. Checks and initials the student teacher's lesson plans at least two days in advance throughout the entire semester. **The cooperating teacher should feel free to suggest changes to the lesson plans as appropriate.** (Appendix I, II)
 - b. Encourages the student teacher to examine and discuss the cooperating teacher's plans and the reasons for choice of methods, materials, and activities.
 - c. Explains goals and objectives in relation to scope and sequence.
 - d. Gives specific help in the selection of instructional materials, including outside resources.
 - e. **Shares IEPs of students that the student teacher will be teaching and, as needed explains and demonstrates how to provide for these individual student needs.**
 - f. **Suggests ways to check for student understanding and models how to monitor and adjust teaching.**
 - g. Gives constructive feedback on lesson plans before and after lesson.
3. Provides for positive learning experiences.
 - a. Offers specific suggestions for developing effective teaching techniques.
 - b. Models effective teaching techniques.
 4. Models assessment of students' performance, grades, records, diagnostic tests, and placement.
 - a. Trains the student teacher to document and maintain records of pupil progress.
 - b. Guides assessment of student progress throughout the lesson, unit, quarter, and semester.
 - c. Explains grading procedures, grade book, and notification procedures for failing students.

The Cooperating Teacher as a Mentor for Professional Growth

1. Provides continuous support, conferences, and feedback.
 - a. **Provides for continuous evaluation through daily/weekly conferences.**
 - b. Initial teaching observations should be informal and provide the cooperating teachers and student teachers with an opportunity to discuss effective teaching.
 - c. As the student teacher becomes more comfortable with the cooperating teacher observing, more formal observations are to be made. **The results of these observations should be discussed with the student teacher.**
 - d. Allows for unsupervised teaching by at least the third week of the observation, yet is still in close proximity and can be contacted at all times should help be needed.
 - e. Maintains a frank, helpful and professional attitude when discussing the student teacher's strengths and areas in need of improvement.
 - f. Refrains from making comments or criticizing the student teacher in the presence of the class.
 - g. **Attempts to resolve any conflict immediately; if no resolution is possible, refers the problem to the college supervisor.**
 - h. Cooperating teachers should not formally evaluate student teachers giving tests, going over homework, or conducting a review. Observations should be made on the presentation of new materials or concepts.
 - i. For student teachers who are assigned to one placement, cooperating teachers are requested to conduct a minimum of four (4) formal observations/

evaluations. For student teachers who are assigned to two placements, cooperating teachers are requested to complete a minimum of two (2) formal observations/evaluations. *In each placement, the first observation is evaluated by check list.*

- j. Writes a letter of recommendation for the student teacher if the cooperating teacher is satisfied with the student teacher's performance.
2. Affords opportunities for observation/participation in related activities. Invites the student teacher to extend the student teaching experience beyond the classroom by attending some of the following: parent conferences, PTA meetings, in-service days, faculty and IEP meetings. The school's principal should always approve the student teacher's participation in any of the above.
 3. Shares personal/professional growth.
 - a. Treats the student teacher as a co-worker rather than a subordinate.
 - b. Exemplifies a positive, professional attitude toward teaching and all persons engaged in the business of education.
 - c. Sets a good example through professional behavior towards students, school, district, and community.
 - d. Uses and stresses the necessity for proper language, actions, and dress by teachers.
 - e. Provides or suggests professional reading.
 - f. Emphasizes the importance of joining/participating in professional organizations.

Student Teacher Candidate Obligations:

All student teachers have been advised that they can only be used as a substitute teacher in their assigned student teaching classroom.

All student teachers are required to submit their lesson plans to their cooperating teacher for approval **two days prior** to the actual teaching of the lesson.

All student teachers are required to videotape one lesson (if the host school district permits) to be reviewed with the college supervisor. (This usually takes place at the time of the second formal observation by the college supervisor.)

All student teachers are required to attend a weekly seminar at the college from 4:00PM – 5:00PM on Wednesdays.

All student teachers will be completing a *Teacher Work Sample* project for their student teaching experience. Additionally, those candidates choosing to be certified in special education will complete a *Special Education Portfolio*.

The Role of The College Supervisor

The college supervisor will:

Exchange e-mail and phone numbers with their student teachers and co-operating teachers at the beginning of the semester so contact can be made easily throughout the semester.

Make an initial visit to each of the student teacher's placements for a brief meeting with the co-op, if they did not meet during student orientation. For coops who have never had a student teacher from King's, the supervisor should review the *Student Teaching Handbook*, the department's philosophy and expectations for the candidates; as well as all forms and rubrics used throughout the semester.

Make a minimum of four required observations (for one student teacher placement) or two required observations in each placement (if two) at the site(s) with the candidate, and conference with the candidate and the co-op briefly before leaving.

Review hours accrued on the student teacher's weekly time sheet at weekly seminar. Keep records of student teachers not turning materials in to the supervisor in a timely manner.

After reviewing the student teacher's videotaping of a class, discuss it with the student teacher. This can take the place at the time of the second formal observation by the supervisor.

Review the detailed contents of the rubric for the *Teacher Work Sample*, and the *Special Education Portfolio* (for those seeking dual certification) with teacher candidates at the second or third seminar meeting. Provide additional review and discussion of the component parts of the work sample/ portfolio at seminar later sessions as needed.

Create a *Plan for Improvement* that will be signed by all parties (candidate, supervisor, co-op, Director of Student Teaching) for candidates that are struggling in any professional area.

Inform the Director of Student Teaching in a timely manner concerning any issues that concern the supervisor, co-operating teacher, the candidate, or another party.

Hold an exit conference for each candidate and review the *Teacher Work Sample/ Special Education Portfolio*.

Information for the College Supervisor

The college supervisor may be considered a liaison person between King's College and the cooperating schools, and between the student teachers and the cooperating teachers. The supervisor must explain the policies of King's College to the personnel of the cooperating schools, and s/he must resolve any questions or differences that result from those policies. Also, the supervisor is confidentially told of problems perceived by the cooperating teachers, by the student teachers, or by administrators. The supervisor must exercise a great deal of tact and diplomacy in resolving these problems.

During student teaching, the supervisor visits and observes the classes of student teachers a minimum of four times in one placement and a minimum of twice in each placement for student teachers having two placements. The college supervisor and the student teacher will hold a conference to discuss the observation at a mutually agreed upon time.

The college supervisor's role in observing and evaluating is to help the student teacher reflect upon his/her teaching, provide input of new information and thoughts, and guide in

a formulation of a comprehensive plan of action. The ultimate goal in this process is for student teachers to be able to reflect on and analyze their own teaching.

Throughout the semester, other members of the Education Department may visit the student teachers' classrooms. Although the visits may not be formal observations, department members will offer feedback on the visit to the college supervisor.

Final Grade Determined by the College Supervisor

The following describe the assessments used by the college supervisor to determine final grade (the assessment tools used for each assignment are in parenthesis):

- A. Lesson Plan Binder Reviews (*PDE Midterm and Final Grading Rubric*)
- B. (4) Lesson Observations by college supervisor (*King's College Student Teaching Evaluation Rubric*)
- C. (4) Lesson Observations by cooperating teacher(s) (*Check list and King's College Student Teaching Evaluation Rubric*)
- D. Videotaped Lesson Conference and Review (*King's College Student Teaching Evaluation Rubric-usually completed at the time of the second formal observation by the college supervisor.*)
- E. Observations of candidate generally meeting professional responsibilities (*King's College Student Teaching Evaluation Rubric and PDE Midterm and Final Grading Rubric and disposition.*)
- F. Input provided by the cooperating teacher.

Final Grade for Student Teachers

Student teachers are under continuous observation and evaluation. They are observed daily by the cooperating teacher, and are visited a minimum of four times by King's College personnel. Taking all of the above criteria into consideration, the college supervisor will determine the final grade of the student teacher.

- A (100-96), superior level of competency**
- A- (95-92), notable level of competency**
- B+ (91-89), good level of competency**
- B (88-85), satisfactory level of competency**
- B- (84-82), adequate level of competency**
- C+ (81-79), marginally satisfactory level of competency**
- C (78-75), minimal level of competency**
- C- (74-72) and D (71-70), below minimal level of competency**
- F (69-0), failure to meet basic standards of syllabus, including the satisfactory completion of field experience requirements**

Note: if it is necessary for a student teacher to be given a Plan for Improvement, the highest grade that a student teacher could attain in that placement would be A-. If a student teacher is then placed on a Contract for Improvement, the highest grade that student teacher could attain in that placement would be a B+.

APPENDIX I

King's College Lesson Plan

Student Teacher _____

Date _____

Grade _____

Subject _____

Topic _____

<u>PA Academic Standards</u>	
<u>PA Core Standards</u>	
<u>National Standards</u>	
<u>Objective</u> <i>What are the students expected to learn at the end of the lesson?</i>	<u>Assessment(s)</u> <i>Often formative.</i>
<u>Objective</u> <i>What are the students expected to learn at the end of the lesson?</i>	<u>Assessment(s)</u> <i>Often formative.</i>
<i>Add objectives, if needed.</i>	<i>Add assessments, if needed.</i>

Describe how you will differentiate instruction and create multiple pathways to meet the diverse needs of students.

Materials and Resources Needed *Include materials used by the teacher and students as well as audio-visual and computer technology.*

Anticipatory Set/Motivation *What "grabs" the students' attention? Sometimes takes the form of a review of a previous lesson.*

Procedures *Include the sequence of the lesson and a brief description of the various teaching methods/instructional strategies to be used. Examples: input, modeling, guided practice& checking for understanding where appropriate. Give examples of how the student practices the expected performance (checking for understanding.)*

Closure *Helps students review what they learned in the lesson (see objectives.) Closure activities must involve all students.*

Assignment *Describe the independent practice/assignment that demonstrates how the students exhibit the behavior set forth in the objectives. (Complete problems, write a paper, complete a project, do research, etc.)*

Post Lesson Reflection for Observed Classes:

Upon the completion of the lesson, write a short reflection on the lesson including these areas:

1. academic strengths/areas to improve
2. classroom management strengths/areas to improve
3. any other additional reflections on the lesson

APPENDIX II

Standard Components of the King's College Lesson Plan

Instructional Objective(s)

State objectives in terms of what the pupils are expected to learn in observable form. Each objective should be linked to an assessment item.

Anticipatory Set/Motivation

In every lesson the teacher provides initial motivation and focus for the lesson. Sometimes this focus takes the form of a review of previous knowledge important to this lesson; at other times it is designed to gain the students' attention. Indicate the way the lesson will be started.

Materials and Resources

Describe the instructional materials to be utilized by the teacher and the students. Include audio-visual and computer technology.

Procedures/ Input/ Modeling

Describe the sequence and approaches to be followed in lesson development.

Guided Practice/ Checking for Understanding

In every lesson the student practices the expected performance. This may include exercises completed with the teacher, examples done by students at the board, students reading orally, students working together to complete assignments, games that allow the students to exhibit understanding, etc. Describe the procedure for the lesson.

Accommodations and Adaptations

Describe how you will differentiate instruction and create multiple pathways to meet the needs of your diverse students. Describe how you will meet the needs of your students with special needs.

Closure

The teacher helps students review what has been learned in the lesson. This may include a summary of the lesson, questions about what happened during the lesson, the students' report of their progress, an evaluation by the teacher, relationship of this lesson to the next lesson or unit, or assignment of independent practice. Closure activities must involve all students and should relate to lesson objectives. Describe the end the instructional experience.

Assessment(s)

Numbered assessments are aligned with numbered instructional objectives. There should be a correspondence between the two items.

Independent Practice/ Assignment

The student independently exhibits the behaviors set forth in the instructional objectives. To accomplish this, the student might complete problems, write a paper, do an experiment, give a report, complete a project, do research, etc. List the independent practice or assignment.

APPENDIX III

King's College Special Education Lesson Plan

Student Teacher _____ Date _____ Grade _____

Subject _____ Topic _____

PA State Standards _____

PA Core Standards _____

CEC Standards _____

Instructional Objective(s)

Materials and Resources Needed

Anticipatory Set/Motivation

Procedures (To include the sequence of the lesson and a brief description of the various teaching methods/instructional strategies to be used. E.g., Input, Modeling, Guided Practice & Checking for Understanding where appropriate)

Adaptations and Accommodations

- small group instruction
- verbal prompts
- positive reinforcement
- immediate and specific feedback
- participation in fine motor/perceptual skills
- extended response time
- model/examples to follow
- teach small chunks at one time
- teach one concept until mastery
- direct reading program
- hands-on activities
- extended test time
- directions read aloud

**King's College Special Education Journal Entry
(to substitute for Lesson Plan when Co-teaching)**

Student Teacher _____ Date _____ Grade _____

Subject _____ Topic _____

Initials of Student(s) Assisted

Measurable IEP Goal for Student(s):

Accommodations or Modification(s) for student(s):

Strategy used for student(s) (from IEP):

Additional Notes:

APPENDIX V

Suggested Weekly Schedule of Responsibilities for Student Teachers Option A - One Placement

The student teaching assignment is for a period of sixteen (16) weeks in one classroom setting. The following weekly schedule for student teaching provides for the student teacher's gradual assumption of teaching responsibilities. ***This is a recommended timeline, but the actual schedule should be determined on an individual basis and developed cooperatively with the student teacher and the cooperating teacher.*** Some student teachers may be able to assume responsibilities earlier, while others might need more time and preparation.

Week One

1. Observe in the cooperating teacher's classroom.
2. Get acquainted with the school, students, faculty, and staff, routines, policies, procedures, and resources.
3. Confer daily with the cooperating teacher.
4. Assist the cooperating teacher with activities in the classroom.
5. Schedule a plan for subject(s) to be taught next week.
6. Complete activities assigned by the College.
7. It is not recommended a student teacher totally take over a class this week.

Week Two

1. Continue observing cooperating teacher.
2. Where applicable, observe special classes (art, music, gym, home economics, special education, choir, etc.)
4. Assist the cooperating teacher with activities in the classroom.
5. Confer daily with the cooperating teacher.
6. Assume some daily routines.
7. Plan and teach at least one (1) period per day.
8. Schedule and plan for new subjects to be taught next week.
9. Begin to work on the ***Teacher Work Sample***.

Week Three

In addition to observing, conferring with and assisting the cooperating teacher, the student will:

1. Assume additional daily classroom routines.
2. Plan and teach at least two (2) periods per day.
3. Schedule and plan for new subjects to be taught next week.
4. Complete activities assigned by the College. At least one instructional bulletin board should be completed by this date by PK-4 student teachers.

Week Four

In addition to the activities and responsibilities previously assumed, the student teacher will:

1. Plan and teach at least four (4) periods per day.
2. Schedule and plan any new subjects to be taught next week.
3. Work on the ***Teacher Work Sample***.
4. Complete activities assigned by the College.

Week Five

1. Plan and teach at least five (5) periods per day.
2. Assume most of the classroom duties.
3. Continue working on the *Teacher Work Sample*.

Weeks Six to End of Placement

1. During this period of time, it is suggested that the student teacher assume all of the classroom responsibilities, if they have not done so already.
2. Continue preparing material for the *Teacher Work Sample*.

Last Week

1. During this period of time, it is suggested that student teachers have their cooperating teachers begin to take back subjects.
2. The student teacher should complete the *Teacher Work Sample* and upload it to Task Stream. A hard copy is to be turned in on the date assigned by the College Supervisor.
3. Exit Interviews will be held on campus with the College Supervisor during the final week of student teaching.

Suggested Weekly Schedule of Responsibilities for Student Teachers Option B - Two Placements

The student teaching assignment is for a period of sixteen (16) weeks split into two approximately 41 day assignments. The following weekly schedule for student teaching provides for the student teacher's assumption of teaching responsibilities. *This is a recommended timeline, but the actual schedule should be determined on an individual basis and developed cooperatively with the student teacher and their cooperating teacher(s)*. Some student teachers may be able to assume responsibilities earlier, while others might need more time and preparation.

Week One

1. Observe in the cooperating teacher's classroom.
2. Get acquainted with the school, students, faculty, and staff, routines, policies, procedures, and resources.
3. Confer daily with the cooperating teacher.
4. Assist the cooperating teacher with activities in the classroom.
5. Schedule a plan for subject(s) to be taught next week.
6. Start preliminary work on the *Teacher Work Sample*.

Week Two

1. Continue observing cooperating teacher.
2. Assist the cooperating teacher with activities in the classroom.
3. Confer daily with the cooperating teacher.
4. Assume some daily routines.
5. Plan and teach at least two (2) period per day.
6. Schedule and plan for new subjects to be taught next week.
7. Continue to work on the *Teacher Work Sample*.

Week Three

In addition to observing, conferring with and assisting the cooperating teacher, the student will:

1. Assume additional daily classroom routines.
2. Plan and teach at least four (4) periods per day.
3. Complete activities assigned by the College. One instructional bulletin board should be completed by this date by PK-4 student teachers.

Weeks Four to Seven

In addition to the activities and responsibilities previously assumed, the student teacher will:

1. Plan and teach all the classes assigned to the cooperating teacher, if this has not taken place already.
2. Complete activities assigned by the College and work on the *Teacher Work Sample*.

Last Week

1. During this week, it is suggested that the student teachers discuss with their cooperating teacher as to when their formal teaching will conclude in this placement.
2. The student teacher will contact the cooperating teacher for the second placement and arrange an introductory meeting.
3. The *Teacher Work Sample* should be completed and uploaded to Task Stream by the date assigned by the College Supervisor. A hard copy should be submitted as well to the College Supervisor.

Week One: Placement 2

1. Observe in the cooperating teacher's classroom.
2. Get acquainted with the school, students, faculty, and staff, routines, policies, procedures, and resources.
3. Confer daily with the cooperating teacher.
4. Assist the cooperating teacher with activities in the classroom.
5. Schedule a plan for subject(s) to be taught next week.
6. Complete activities assigned by the College.

Week Two

1. Continue observing cooperating teacher.
2. Assist the cooperating teacher with activities in the classroom.
3. Assume some daily routines.
4. Plan and teach some periods.
5. Schedule and plan for new subjects to be taught next week.
6. Start working the *Special Education Portfolio*, if applicable.

Weeks Three to Seven

In addition to the activities and responsibilities previously assumed, the student teacher will

1. Plan and teach at least five (5) periods per day (or what is the regular assignment of the special education cooperating teacher.)
2. Schedule and plan new subjects to be taught next week.
3. Work on the *Special Education Portfolio*.

Last Week

1. During this period of time, it is suggested that student teachers discuss with their cooperating teachers as to when they will finish teaching in this placement.
2. The *Special Education Portfolio*, should be completed and uploaded to Task Stream on the date assigned by the College Supervisor.
3. An exit interview should be scheduled with the College Supervisor

APPENDIX VI

STUDENT TEACHING ABSENCE

I am requesting permission to be excused from student teaching for the dates and reasons described at the end of this request. I understand that I may be asked to make-up these dates/times at the end of my assignment in order to complete my student teaching obligation. I also understand that this request must be approved by my co-op and my supervisor. Failure to receive permission from all individuals will result in the request being denied.

Student Teacher: _____

Phone number: _____

Dates of expected absence: _____

Reason for absence:

Student Teacher signature / Date



Please indicate the total number of absences to date, including this one.

Approved

Denied

Approved

Denied

Cooperating Teacher

King's College Supervisor

Except in the case of illness, or an emergency, this form must be given to the King's College Supervisor prior to the absence.

APPENDIX VII

Student Teaching Time Accrued Sheet, Fall 2021

Week No.	Dates	Number of School Days Attended	Number of Times Late	Number of Times Candidate out while school in session	Reason for anything other than 0 in the last two columns	Coop-Initials
1	8/28 – 9/3					
2	9/6 - 9/10					
3	9/13 - 9/17					
4	9/20 –9/24					
5	9/27- 10/1					
6	10/4- 10/8					
7	10/11-10/15					
8	10/18-10/22					
9	10/25-10/29					
10	11/1- 11/5					
11	11/8- 11/12					
12	11/15-11/19					
13	11/22-11/26					
14	11/29-12/3					
15	12/6-12/10					

Signature of student teacher _____

Signature of cooperating teacher I _____

Signature of cooperating teacher II _____