

STUDENT TEACHING HANDBOOK

HENDRIX
COLLEGE



**HENDRIX COLLEGE
DEPARTMENT OF EDUCATION
CONWAY, ARKANSAS**



STUDENT TEACHER PAR EXCELLENCE

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INTRODUCTION

Student teaching is that part of the pre-service teacher education program in which the prospective teacher works full-time in a cooperating school with selected cooperating teachers. The period of student teaching is the culmination of the student's preparation, for this is the time when the student is able to make practical use of principles, methods, knowledge, and materials that have been developed or acquired in college courses. During this laboratory experience, an increasing responsibility for working with individuals and groups of pupils is assumed by the student through gradual involvement in a particular classroom or teaching situation. Student teaching is done in a carefully selected school under the immediate supervision of designated cooperating teachers and the general supervision of the college supervisor.

This handbook is designed for student teachers, cooperating teachers, school administrators, and college supervisors in order to answer the questions that may arise during the professional term and the student teaching period. It is the sincere desire of the Hendrix Department of Education to provide a positive teaching experience for the student teacher and for all involved in the student's experience.

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HENDRIX COLLEGE TEACHER EDUCATION PROGRAM

The Hendrix College Department of Education believes that a liberal arts education will produce knowledgeable, thinking human beings and provide a sound background for a professional educator. This basic belief has led the Department of Education to adopt a constructivist philosophy in redesigning its program.

The constructivist philosophy is based on the "assumption that learners do not passively absorb knowledge but rather construct it from their experiences" [Asthenia, *Journal of Teacher Education* (Nov./Dec., 1992), p. 322]. The passive absorption of knowledge refers to the traditional practices of teaching and learning where rote learning is emphasized.

It should be noted that the constructivist approach does not abandon existing knowledge. Knowledge is constructed by the learner based upon personal experiences, beliefs, and pre-existing mental structures. Actually, constructivist learning experiences take into account students' existing knowledge and provide opportunities for students to develop new knowledge by fitting it into, revising, or replacing an existing framework of knowledge. The constructivist approach gives students the opportunity to construct knowledge for themselves, on their terms, so that they can act to form meaningful mental pictures of understanding. Constructivism, therefore, includes "the consolidation and internalization of information, by the learner, in a way that is both personally meaningful and conceptually coherent" Caine & Caine, Teaching and the Human Brain (1991), p. 147].

Constructivism relies on interactive instructional methods such as teacher questioning and co-operative student learning. A positive classroom climate is provided in which students feel free to exchange and discuss ideas, to contribute and know that such contributions are valued, and to analyze and interpret information. Process, problem solving, higher order thinking, and research skills are imbedded in the interaction methods of the constructivist classroom.

The change from the traditional approach to the constructivist approach of teaching and learning is not a simple matter for prospective teachers. The constructivist teacher must learn to engage in self-inquiry through reflection. This means that the teacher as coach or facilitator must help students reflect on their experiences for the purpose of grasping the implications. This new mode of teaching and learning offers new challenges to teacher education programs in general, and the teacher education program at Hendrix College in particular.

I. THE STUDENT TEACHING EXPERIENCE

The student teaching experience follows the completion of the required professional education courses. When a student has been approved for student teaching by the Teacher Education Committee, has completed the necessary course work for student teaching, has completed a portion of the **Portfolio**, and has met all other requirements, the student enrolls in two of the following courses: (NOTE: Each student teaching course listed below counts four course credits.)

PK-4	Educ 481	Intro to Student Teaching, PK-4
	Educ 482	Student Teaching, PK-4
P-12	Educ 470	Intro to Student Teaching, P-12
	Educ 471	Student Teaching, P-12
4-8	Educ 420	Intro to Student Teaching, 4-8
	Educ 421	Student Teaching, Language Arts/Social Studies, 4-8
4-8	Educ 423	Intro to Student Teaching, 4-8
	Educ 424	Student Teaching, Math/Science, 4-8
7-12	Educ 460	Intro to Student Teaching, Secondary, 7-12
	Educ 461	Student Teaching, Secondary, 7-12

During the student teaching assignment, the student spends a minimum of twelve weeks in the appropriate schools. The student becomes gradually, yet systematically, involved in all the instructional and non-instructional experiences which comprise the total teaching task. The student teaching experience is culminated by the student's assumption of all duties of the regular classroom teacher for at least two full consecutive weeks. During the student teaching experience, supervision is provided by fully trained cooperating teachers and Hendrix College faculty members from the Hendrix Department of Education. A Hendrix faculty member visits each student teacher a minimum of six times. In the secondary program, it is not uncommon for a member of the student's major department also to observe the student. The student teaching experience is graded on a credit/no-credit basis.

II. STUDENT TEACHING SITE SELECTION

Sites for student teaching in all programs are selected jointly by personnel from the Hendrix Department of Education and the cooperating schools in which the student teachers are placed. Careful consideration is given to site selection and placement in order to ensure the best location for optimum student teaching experiences. Although preferences for placement are solicited from students, the Department of Education does not regard convenience to the student as the only consideration in placement. Factors such as a good teaching situation, cultural diversity, supervisory load, and the availability of student teacher sites are considered before placement is complete. Students are not to make any living or housing commitments until they receive their assignment, nor should they independently contact the schools and/or teachers regarding placement. The site selection commuting area includes schools within a fifty-mile radius of Conway. Those students applying to student teach must be prepared to accept assignment in the area. Student teachers should anticipate being placed in two school settings for student teaching. Attempts will be made for EC teachers to be placed in Pre-K or K for the 4-week experience and 1st –4th grades for the 8-week experience.

III. STUDENT TEACHER REQUIREMENTS

3-Day August Observation

Before the formal 12-week student teaching experience begins, the student teacher will complete a 3-day observation during the first three days of school at a cooperating school campus. The purpose of this observation period is to allow the student teacher the opportunity to observe the procedures and routines involved with beginning the school year. The student will keep a journal of his/her observations during the 3-day experience.

Duration of and Framework for the 12-week Student Teaching Experience:

Whenever possible, the Education Department tries to provide student teaching experiences in two different campus settings. The framework for dividing the 12-week placements for each certification area is as follows:

<u>PK-4 certificate:</u>	<u>PK-8 certificate:</u>	<u>7-12 certificate:</u>	<u>PK-8/7-12 certificate:</u>
4-week placement	4-week placement	4-week placement	6-week placement
8-week placement	8-week placement	8-week placement	6-week placement

Typically, the 4-week placement for PK-4 and 7-12 certificates will take place in one school setting. The 8-week placement for those certification areas will take place in a different school setting. Similarly, the first 6-week placement for PK-8/7-12 certificates will take place in one school setting, while the second 6-week placement will take place in a different school setting. All student teaching experiences must be at a school site within a 50-mile radius of the campus. In most cases, the 12-week student teaching experience will occur during spring semester. Exceptions may be granted, however, for student teaching experiences during fall semester in cases of schedule conflicts that cannot be avoided. The department chairperson and the supervisor of student teaching must approve such exceptions.

Pacing of Student Teaching Experiences

During the first two weeks of student teaching, the student teacher will observe, participate in some classroom activities, and team-teach one or two lessons with the cooperating teacher. The student teacher may also perform such activities as taking roll, grading papers, working with individual students, preparing outlines, lesson plans, and/or units, etc. Such experiences will support the development of greater self-confidence in the student teachers. At the end of the 2-week period, the Hendrix College supervisor will come to the classroom to observe the student teacher's first lesson. This first formal teaching experience might be with a small group or a short presentation to the entire class.

During the third and fourth weeks, student teachers are expected to teach a minimum of five lessons. From this time period forward, the student teacher's classroom experiences should increase. As the student teacher progresses through this time period, he/she should be involved in devoting a major portion of the school day to classroom teaching.

The 4-week student teaching experience does not involve preparing a unit. During 6- and 8- week student teaching experiences, however, the student teacher is expected to assume responsibility for teaching a unit.

The 6-week experience involves a 1-week unit that should last for five consecutive school days. The 8-week experience involves a 2-week unit that should last for ten consecutive school days. Preferably the unit should fall close to the end of the student teaching experience, beginning on a Monday and ending on a Friday. The student should assume full responsibility for as many of the cooperating teacher's classes as deemed possible, so that he/she can have a better understanding of all that is involved in full time teaching. The cooperating teacher will be available to the student teacher, however, during this time.

It is important to note that the student teacher **will not** be allowed to begin his/her unit of independent teaching until the cooperating teacher approves the unit to be taught. A copy of the unit must be turned into both the cooperating teacher and the student teaching supervisor at least 3 days prior to the beginning of the unit. The cooperating teacher should immediately contact the college supervisor if the student teacher is unprepared to teach.

The cooperating teacher should approve any lessons to be taught prior to teaching. The student teacher should seek the cooperating teacher's guidance on the best time to review lessons together. Ideally, the student teacher should present the cooperating teacher with lessons to be taught several days in advance.

Lesson Plans/Units/Journals

Student teachers are expected to develop lesson plans, unit plans, and journals. Journals and lesson plans are to be turned in to the college supervisor once a week (on Friday). Materials handed in should include the following:

- A. **Daily Reflective Journal** - A daily reflective journal or diary of student teaching should include a daily description of the activities as they occur during the school day. This can include bulletin board descriptions, teaching ideas, curriculum files, or daily accounts of the "joys and trials" of teaching. As the student teacher assumes more teaching responsibilities, the journal should serve as a venue through which he/she reflects upon the day's lessons and encounters with students in order to improve and grow in future teaching endeavors. The journal is **due each Friday** during the **12-week** student teaching experience and should be turned in to the student teaching supervisor. It is also important to note that a journal from the **three-day August experience** should be turned in to the college supervisor immediately following those observations.
- B. **PET Lessons** - The student teacher will turn in one lesson written in a modified PET format each week during the student teaching experience. Although the student teacher will be teaching more than one lesson per week, having a sample lesson turned in each week allows the college supervisor to see how lessons are presented and to give feedback to the student teacher as needed. The PET lesson is **due each Friday** and should be turned into the college supervisor.
- C. **Unit Plans** - As a curriculum planner and implementer, the student teacher will develop a unit during the student teaching experience that should include the following:

(See Rubric for Unit Evaluation)

Hendrix College EDUCATION DEPARTMENT

RUBRIC 2 WEEK UNIT

REQUIREMENTS	ABOVE AVERAGE	AVERAGE	UNACCEPTABLE	COMMENTS
A- Includes a table of Contents	Table of Contents is included which lists the placement of these requirements: 1) unit overview with goal statement, time schedule, and classes to be taught during unit 2) assessment materials (worksheets, tests, etc.), 3) bulletin board idea, 4) daily lesson plans	Table of Contents is present	No Table of Contents is present	
B- Includes an overview at the beginning of the unit, which has a goal <u>statement</u> for the unit, as well as the time schedule and classes to be taught for the duration of the unit. Schedule and classes may be in grid form. Class to be taught should have a one or two word descriptor. (i.e. Math: Fractions)	Goal statement is clear and concise. Time table for schedule, classes and class content are all clearly stated and easy to follow.	Goal statement and schedule of classes are present, but need some minor clarifications and/or additions.	Some elements are missing; goal statement and/or schedule are vague or unclear.	
C- Includes daily lesson plans for each subject for the duration of the Unit	Plans for each subject and day are present; provides alternate plans as needed	Plans for each subject are present	Plans are insufficient to cover duration of Unit	
D- Writes daily lesson plans in PET format	Pet Format includes: Content Summary Set: Objective Relate present/past/future learning Include learner T ₂ O: Explanation Questions Activity Differentiated Instruction Assessment Closure: Restates objective Include learner	Set T O and Closure are present, with sufficient detail	PET format is sketchy	
E- Uses a bulletin board as an instructional tool (displaying of board is optimal)	Plan for a creative, hands-on bulletin board is present. Bulletin board idea is related to the Unit	Plan for a bulletin board related to the unit is present	No bulletin board plan is present	
F- Addresses different learning styles	Activities address a wide variety of learning styles	Different learning styles are addressed	One learning style is addressed	
G- Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	Content of the lesson clearly relates to the content of previous or future lessons, and it clearly fits within the structure of the discipline	Content of the lesson relates to the content of previous or future lessons	Content of the lesson does not relate to the content of previous or future lessons	
H- Selects objectives and instructional procedures that are clear to the students	Objectives and instructional procedures are clearly expressed in a way that is meaningful to students	Objectives and instructional procedures are provided	Objectives and instructional procedures are inaccurate, confusing, or unavailable	
I- Makes content comprehensible to the students	Content is accurate, comprehensible, and the lesson has a logical and coherent structure	Content is accurate and appears to be comprehensible	Content is incomprehensible to the students and/or inaccurate	
J- Encourages students to extend their thinking	Specific activities or strategies are used to foster independent, creative, and/or critical thinking about the content being taught	Students are encouraged to think independently, creatively, and/or critically about the content being taught	Students are not encouraged to think independently, creatively, and/or critically about the content being taught	
K- Identifies content summary, standards, and objectives for each lesson	Content summary, standards, and objectives are identified with a clear explanation of why they are appropriate	Content summary, standards, and objectives are identified	Content summary, standards, and objectives are not identified	

L- Uses teaching methods that are appropriate to the students and are aligned with the objectives	Teaching methods are aligned with the objective(s), and they are differentiated, as needed	Teaching methods are aligned with the objective(s)	Teaching method are unrelated to the objective(s).	
M- Uses learning activities that are appropriate to the students and are aligned with the objectives	Learning activities are aligned with the objective(s), and they are differentiated, as needed	Learning activities are aligned with the objective(s)	Learning activities are unrelated to the objective(s)	
N- Uses instructional materials that are appropriate to the students and for the objective	Instructional materials are appropriate for the objective(s), and they are differentiated, as needed	Instructional materials are appropriate for the objective(s)	Instructional materials are inappropriate for the objective(s)	
O- Uses formative and summative assessment strategies and instruments (including a unit test) that are appropriate to the students and are aligned with the objectives	Formative and summative assessment strategies and instruments are aligned with the objective(s), appropriate for the students, and the results can be used to plan future instruction	Formative and summative assessment strategies and instruments are aligned with the objective(s)	Formative and summative strategies were not used or they were not aligned with the objective(s)	
P- Uses proper grammar and spelling.	There are 0 – 3 minor grammatical, typographical, or spelling errors.	There are 3 – 9 minor grammatical, typographical, or spelling errors.	There are numerous minor grammatical, typographical, or spelling errors and/or several major grammatical errors.	
Q- Completes and turns in unit to the teaching supervisor in a timely manner.	The unit was turned in before due date or on time. Both cooperating teacher and student teaching supervisor received a copy.	The unit was turned in a day late, but was received by the cooperating teacher and student teaching supervisor at least two days in advance of the beginning of the unit.	The unit was not turned into the cooperating teacher and student teaching supervisor as requested. In this case, the cooperating teacher may refuse to turn over teaching responsibilities to the student teacher.	

*** Students must turn one copy of their unit in to their cooperating teacher and one copy in to the student teaching supervisor at Hendrix.**

*** It is recommended that you bind your unit in some way, i.e.: folder, notebook, etc.**

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Your cooperating teacher can help you with school goals, state goals, and unit objectives. Notes from your past education class materials on such items as Bloom's taxonomy, critical thinking skills, task analysis, PET format, and evaluation/reflection will be valuable to you at this point.

This material, if you choose, becomes part of your portfolio presentation to the Teacher Education Committee. You can also use it for job interviews. Video taping a lesson is not required but a classroom videotape, with your evaluation of a reflection on the lesson, makes a powerful statement in your portfolio.

Lesson plans should be prepared in the Program for Effective Teaching [PET] format even when not supervised by the college supervisor. An average lesson length will be two to five pages. An average set of teacher notes will be 2 to 25 pages depending upon the font size, activity, grade level, and so on. You may choose to combine these two. The lesson line format is as follows:

1. Name, date, subject
2. National Standards/Benchmarks/State Frameworks
3. Objective(s)
4. Content Summary:
5. Materials/Equipment/Supplies
6. **Lesson Line**

Set:

1. Statement of the objective(s)
2. Relate to present, past, and future learning.
3. Involve the learner

Teach To The Objective:

1. Explanation (definitions, steps and process: modeling and using models; examples; content)
2. Questions (sampling; group)
3. Activity (guided; semi-independent; independent)
4. Respond to the learner in terms of the learning (right or wrong; correct answer)*
5. Stimulus Variation (kinetic; focusing; pause; shifting interaction; shifting senses)*
6. Active Participation (overt and covert)*

* Note: Items 4, 5, and 6 do not have to be written on the lesson line, but are vital to keep in mind when developing a lesson.

7. Differentiated Instruction**
 - a. Modifications for special needs
 - b. Learning styles addressed
8. Assessment**

** Note: Differentiated Instruction and Assessment have been added for you to explain how you will modify this lesson to meet the needs of diverse learners.

Closure:

1. Restatement of the objective
2. Involve the learner

6. Variables of Learning (be sure to consider)

Motivation:

- a. Tension (concern)
- b. Feeling tone (pleasant)
- c. Interest (interesting)
- d. Success (level)
- e. Knowledge of results (exact)
- f. Reward (intrinsic/extrinsic)

Transfer:

- a. Similarities
- b. Association
- c. Essential/unvarying
- d. Degree of original learning

Retention:

- a. Meaning
- b. Degree of original learning
- c. Feeling tone
- d. Practice
- e. Modeling

Reinforcement:

- a. Positive
- b. Negative
- c. Extinction

When you have completed your lesson plan you are ready to develop your teacher notes. This is when specific questions are indicated, your R-L, activities, steps and process, and so on are specifically stated.

Visitation Observations

When: The college supervisor will visit the student teacher several times throughout the period of student teaching. Typically, six visits will be made during the twelve-week experience.

How Many: The total number of visits made will depend on the progress being made by the student. As a general rule, the student will be visited a minimum of six times. One of the six visits may be by a member of the Department of Education other than the assigned college supervisor.

When Scheduled: The student teacher is advised to keep the college supervisor informed regarding the days on which teaching will occur. This will enable the college supervisor to schedule visits at such times when the student will be observed conducting a lesson. Visits will be both announced and unannounced. If a conflict arises and an observation must be rescheduled, the student teacher must contact the college supervisor to reschedule as soon as possible.

How Long: Observations will last for one class period, lesson, or segment of time, such as "the language arts block" in the elementary school. Cooperating teachers should be prepared to meet with the college supervisor immediately following the student teacher's lesson and the student teacher should be allotted time to meet with the college supervisor immediately following the cooperating teacher's and college supervisor's conference. Both conferences generally last about thirty minutes each.

What is Needed: Materials to be supplied to the visiting college supervisor should include the appropriate textbook or Xerox copy of the pages to be covered in the lesson. A copy of the lesson plan is to be given to the college supervisor prior to beginning the lesson.

Student Teaching Evaluations by Cooperating Teachers/College Supervisors

Cooperating teachers are asked to make four written evaluations of the student teacher. Evaluations will be made as follows:

1. The first one will be at the end of the first two weeks of the student teaching experience.
2. The second one will be at the end of the fourth week of the student teaching experience.
3. The third evaluation is to be completed at the end of the eighth week.
4. The final evaluation is to be completed at the end of the student teaching experience.

All evaluations are to be discussed by the cooperating teacher and student teacher. Forms will be provided by the college at appropriate times. The college supervisor will fill out an evaluation form at the end of the student teacher's experience. The results will be discussed by the college supervisor and the student teacher at an arranged debriefing time following student teaching.

The cooperating teacher's and the college supervisor's evaluation forms will be placed in the student teacher's folder in the Department of Education after the debriefing session.

Team Teaching

Student teachers are encouraged to participate in team teaching.

Substitute Teaching

Substitute teaching by the student teacher is not encouraged by the Hendrix College Department of Education. If student teachers are used as substitutes, it should be only in the classes to which they have been assigned and the following conditions apply.

1. The college supervisor is notified prior to any substitute teaching occurring.
2. The student teacher is notified in sufficient time to make plans for teaching.
3. The student teacher will be assigned a temporary supervisor in the absence of the cooperating teacher.
4. The student teacher may refuse to substitute.

Punctuality

Student teachers should always be on time for the school day and other announced school activities. Tardiness should be extremely rare and occur only in emergency situations. If tardiness should occur, the student teacher must notify the cooperating teacher and building principal and provide the reason for being late. The student teacher must also notify the college coordinator.

Absences

Student teachers are responsible for notifying the cooperating teacher, college supervisor, and building principal when they are unable to meet their student teaching assignment. All absences made while student teaching will have to be made up by the student teacher at the end of the student teaching experience and must be consecutive. Days missed due to "snow days" or illness are to be made up by the student teacher immediately at the end of the twelve-week experience as approved by the college supervisor. Any student not meeting the assigned number of days will be required to make up the days before successfully completing student teaching.

Employment

Student teaching is a full-time responsibility and is the student's major educational responsibility. The Department of Education recommends that the student teacher have no other employment while student teaching.

Job Interviews

Absences from student teaching for job interviews must be approved by the college supervisor and the cooperating teacher.

Vacations

Students will follow the cooperating school's calendar while student teaching. This policy is to be practiced even when the public or private school vacations or spring breaks do not coincide with the Hendrix College vacation. Hendrix student teachers should allow for extra snow and sick days and should not plan their college spring break until the entire student teaching term is completed. Student teachers should not make any plans that cannot be easily changed concerning their own vacations (e.g. airline tickets, weddings).

School Day

The student teacher's school day will be the same as that of the cooperating teacher. Ordinarily this means being at school, on the job, thirty minutes before school starts and thirty minutes or more after-school; the duties of the day and preparation for the next day determine if additional time is necessary. The school day will include coaching or any other after-school activities. The student teacher is expected to remain after the school day until the cooperating teacher leaves the building. The academic day (professional contractual day) should be a constant that allows student teachers in-school planning and observation time and should not be influenced by carpooling and other reasons to leave the campus early.

Staff Development Days

Resident school staff development days preceding the opening of school or that occur during the student teaching experience can count as part of the student teaching number of days. The total number of staff development days to be counted must be approved by the college supervisor.

Teachers' Meetings/In-service

Student teachers are expected to take part in all meetings that are attended by the cooperating teacher. Absence from such meetings will be allowed only when the cooperating teacher or principal believes this is not in the best interest of the school or the student teacher. Student teachers are expected to attend any PTA, in-service and other professional meetings, or faculty meetings required of the cooperating teacher. Newsletters to parents should be written either for or with the classroom teacher.

Car Pooling

Car pooling is recognized as environmentally and financially sound.

However, the car should not leave the school until each student teacher has completed their teaching day's responsibilities. If circumstances require one student teacher to stay later, then that student teacher should arrange to travel independently that day.

Field Trips

Any field trip planned by a student teacher must be discussed with and approved by the cooperating teacher before it is mentioned in class. The cooperating teacher must accompany the student teacher and the class on the field trip. All regulations and procedures of the cooperating school must be followed. In addition, the student teacher must notify the college supervisor in advance.

Hendrix Campus Activities During Student Teaching

It is urged that Hendrix campus activities be kept at a minimum during student teaching. Campus activities (including music activities, athletic events, and extra curricular campus activities and responsibilities such as Student Senate, Profile, etc.) should not interfere with regular attendance at the cooperating school and should not interfere with the student teacher's preparation for teaching.

Non-teaching Duties

Student teachers are expected to assist the cooperating teacher in any non-teaching duties to which the cooperating teacher is assigned, such as recess, hall, bus, or lunchroom duty, sponsoring extra-curricular activities, and so on, but they should not at any time be made solely responsible for these assigned non-teaching duties.

Co-curricular Activities/Chaperoning

Student teachers are encouraged to participate in the activities of the cooperating school within the rules and regulations governing the regular teachers of the school. Student teachers are expected to participate in various co-curricular activities as an assistant to the cooperating teachers in the school, but they should not at any time be made solely responsible for chaperoning or supervising such activities.

Extracurricular Teaching Duties

Student teachers are expected to assist the cooperating teacher in any teaching duties to which the cooperating teacher is assigned, such as band, choir, athletic practices, debates, or school plays. Student teachers should not at anytime be made solely responsible for these assigned extracurricular duties.

Seminars/Workshops

All students enrolled in the professional semester and student teaching term are required to attend the pre-professional seminars and workshops at the college. Failure to attend these activities may result in the prospective teacher not being certified or being removed from the student teaching experience.

Professionalism

Student teachers are expected to act and dress in a professional manner in all matters pertaining to their teaching assignment. The college supervisor should be notified of any non-professional behavior or action on the part of the student teacher.

Corporal Punishment

Regardless of the circumstances, student teachers are not permitted to administer or to serve as a legal "witness" for corporal punishment.

Observation and Participation During Student Teaching

Student teachers are expected to observe teachers other than their cooperating teacher, noting in the logbook differences in philosophy, method, testing, and/or classroom management techniques. The observations should be a minimum of, or the equivalent of, two school days.

Materials and Supplies

Materials and supplies made or purchased by the student teacher for teaching are the property of the student teacher. Any supplies or materials made by the student teacher with material provided by the school in which the student teacher is placed becomes property of the participating school.

Difficulties While Student Teaching

If difficulties arise in which the cooperating teacher believes that the attention of the college supervisor is needed, the cooperating teacher is requested to phone the college supervisor or meet with the supervisor to discuss the problem.

Removal of Student Teacher

The college supervisor is authorized to remove the student from student teaching or to assign the student teacher to another situation. Students may appeal this decision to the Department of Education and if necessary, the Teacher Education Committee.

Approval for Licensure

Upon the completion of the student teaching experience and all other requirements of the Teacher Education Program, the Department of Education will submit to the Teacher Education Committee the names of those students that it recommends to receive an Arkansas Teaching License.

Students not recommended for licensure may appeal directly to the Teacher Education Committee. The Hendrix Teacher Licensure Officer will sign the teaching certificate application forms only if the applicant has been approved by the Teacher Education Committee. Appeals from the decision of the Teacher Education Committee should be made to the Provost of the College.

Authority/Legal Rights

Student teachers are guests of the cooperating school in which they are placed. The cooperating teacher has legal responsibility for all activities concerning students under his/her supervision. The cooperating teacher is responsible for teaching activities in the classroom and his/her decision about what student teachers can and cannot do in the classroom is the cooperating teacher's responsibility under the terms listed in this document. The student teaching experience can be terminated by the cooperating school authorities.

In circumstances where termination **occurs**, the student teacher is to follow the cooperating school's directions and contact the college supervisor. The college supervisor will visit the school to discuss the situation.

End of Student Teaching Requirements

When the student teaching term has been completed, the student teacher is to hand in all lesson plans and unit revisions to the college supervisor. Once the cooperating teacher's evaluation has been turned in to the college supervisor, the student is required to meet with the college supervisor for a debriefing session.

Final Student Teaching Credit

Factors entering into the final evaluation will include classroom observations, examination of lesson plans, and formal written evaluations by the cooperating teacher and college supervisor. Hendrix student teachers will be evaluated on a credit/no credit basis by the college supervisor.

IV. COOPERATING TEACHER REQUIREMENTS

The cooperating teacher is the master teacher who accepts the responsibility for helping the Hendrix student teacher by providing an environment in which the student teacher can develop positive feelings about his/her teaching abilities. The cooperating teacher assists the student teacher in developing skills necessary to function effectively in the classroom.

A. Selection

Cooperating teachers are selected on the basis of an agreement among the teacher, the representative of the cooperating school, and the Hendrix College representative. Cooperating teachers should have the following credentials and characteristics:

1. Full certification in the teaching field for the area of supervision;
2. A minimum of three years of teaching experience in the field of supervision;
3. At least one year of teaching experience in the cooperating school;
4. A recommendation by the curriculum director/superintendent in charge of placing student teachers;
5. Willingness to accept the responsibility for a Hendrix student teacher for the student teaching term as outlined in this Student Teacher Handbook; and
6. Willingness to accept only one student teacher during the Hendrix student teacher's assignment. Other student observers are not encouraged during the Hendrix's student teacher's assignment.

B. Responsibilities

The following suggestions are intended to guide the cooperating teacher in making the student teacher's experience a successful one:

1. Introduce the student teacher to colleagues, students, and parents as a professional associate:
2. Inform the student teacher of the expected arrival and departure time for student teaching. The expected day of student teaching should match that of the cooperating teacher's day. The academic day (professional contractual day) should be a constant that allows student teachers in-school planning and observation time and should not be influenced by car-pooling and other reasons to leave the campus early.

3. Familiarize the student teacher with the total school environment as early as possible. In addition, the student teacher should be introduced to the specialty area, support staff, the building facilities and school policies and regulations. For example: accident policies and first aid/health services; playground and lunchroom rules; fire drill instructions; using library and media center/A.V. equipment; using the auditorium and gymnasium; using the duplication/Xerox equipment; filling out attendance reports, lunch count, reports on field-trip requests; requesting and using supplies; dress codes for students and faculty; and student behavior rules and regulations;
4. Provide copies of the teacher's manual of all textbooks used in the classroom;
5. Provide the student teacher with state curriculum framework guides;
6. Provide the student teacher with copies of class rolls and seating charts;
(*Note: P-4 cooperating teachers should discuss their room arrangements and how they comprise a teaching strategy.)
7. Provide the student teacher with a desk or work area;
8. Assist the student teacher with classroom management techniques;
9. Regularly observe and review with the student teacher the strengths and weaknesses evidenced by the student teacher while teaching, and weaknesses of her/his student teaching;
10. Encourage the student teacher's ideas and creativity;
11. Allow the student teacher to observe in the classroom before active participation;
12. Encourage the student teacher to develop the following skills:
 - a. using a variety of teaching techniques;
 - b. selecting and utilizing appropriate instructional media and materials;
 - c. making assignments that are clearly understood by student
 - d. using appropriate classroom language and voice control;
 - e. arranging classroom facilities to enhance student learning;
 - f. working effectively and efficiently in large and small groups;
 - g. working with students of diverse cultural and socio-economic backgrounds;
 - h. handling discipline problems in a fair and consistent manner;
 - i. providing for individual differences;
 - j. becoming sensitive to the needs and feelings of others;
 - k. becoming aware of the learning styles of students;
 - l. becoming aware of various techniques for working with parent and volunteers; and
 - m. becoming aware of procedures for conducting successful parent teacher conferences.
13. Allow the student teacher to teach full-time for at least two weeks near the end of the eight-week teaching experience, or for one week during the six-week student teaching experience.
14. Turn in evaluation forms to the college supervisor at the requested times during the student teaching experience. These evaluations should be discussed with the student teacher before giving them to the college supervisor;
15. Arrange for authorized substitutes to be in the classroom whenever the cooperating teacher is absent for any portion of the day;
16. Co-sign any written communications from the student teacher to parents and encourage student teachers to participate in the development of parent newsletters.
17. Provide periodical observations of the student teacher, delineate tasks and goals for the student teacher as a result of these observations, and findings from these observations should be shared with the college supervisor;
18. Oversee daily lesson plans prepared by the student teacher. The cooperating teacher should discuss these plans with the student teacher by Friday preceding each week of teaching. Copies

- of the student teaching lesson plans should be handed in to the cooperating teacher and college supervisor on each Friday (or on an appointed day) preceding the next week of teaching;
19. Inform the student teacher of meetings such as PTA, in-service meetings, and other meetings that the student teacher is to attend;
 20. Inform the student teacher in advance of any field trip, extra-curricular activities, or other responsibilities required of the cooperating teacher and the student teacher;
 21. Inform the college supervisor immediately if the student teacher is not performing to standards expected of a pre-professional teacher.
 22. Immediately report any absences of the student teacher to the college supervisor;
 24. Supervise any parent-teacher conferences between parents and student teachers.

C. Cooperating Teacher Stipend

Hendrix College will pay a stipend, according to district policy, of \$100.00 to a cooperating teacher who has a student teacher for the total twelve weeks of the student teaching period. A cooperating teacher who has a student teacher for an eight-week period will be paid a stipend of \$65.00. A cooperating teacher who has a student teacher for a six-week period will be paid a stipend of \$50.00. A cooperating teacher who has a student teacher for the four-week period will be paid \$35.00. A cooperating teacher who has a student teacher for the three-week period or less will be paid \$25.00

V. COLLEGE SUPERVISOR RESPONSIBILITIES

The college supervisor serves as a liaison person between the Hendrix Department of Education and the cooperating teacher in the public school system. Both college and public school supervisors should work to insure a successful student teaching experience for the prospective teacher.

Responsibilities of the college supervisor are as follows:

- A. Provide the cooperating teacher with:
 1. pertinent information about the student teacher;
 2. information regarding what is expected of the student teacher in terms of schedules, activities, lesson plans, and teaching experiences; and
 3. an orientation session at the beginning of the student teaching period on expectations concerning the student teacher.
- B. Visit the elementary and/or secondary classroom at least six times during the twelve week student teaching experience.
- C. Aid the cooperating teacher and student teacher in resolving any problems which may develop during the student teaching experience.
- D. Observe the student teacher in action and follow the observation with a conference with the student teacher and cooperating teacher.
- E. Make a written evaluation of the student's teaching and place it in the student's file.
- F. Conduct a Hendrix Teacher Education Program evaluation and student teaching experience evaluation session with the student teacher following student teaching. Comments gleaned from this session are to be written by the college supervisor and placed in the student's departmental file.
- G. Assume the ultimate responsibility of giving course credit for the student teaching experience.
- H. Assume responsibility for the termination of or extension of the student teaching experience, if warranted.

VI. SCHOOL ADMINISTRATOR RESPONSIBILITIES

The administrator of a school holds a strategic position in determining the quality of the student teaching program. Some responsibilities of the administrator include the following:

- A. Orient the faculty to the student teaching program.
- B. Provide conference space for the cooperating teacher, student teacher, and college supervisor when needed.
- C. Conduct an orientation meeting with the student teacher during the first week of student teaching.
- D. Work with the cooperating teacher and the college supervisor to resolve problems.
- E. Assist the cooperating teacher in providing a well-balanced learning situation for the student teacher.
- F. Allow the cooperating teacher the freedom to permit the student teacher to experiment and explore new approaches in teaching.
- G. Exercise care to avoid exploitation of the student teacher in the program, especially in matters such as substitute teaching or sponsoring extra-curricular programs.
- H. Assist the cooperating teacher in securing teacher's material and text books for the student teacher's use.
- I. Provide the student teacher with policies regarding school regulations for both students and faculty.
- J. Arrange for a student teacher desk or table in the classroom.
- K. Arrange for the student teacher to be provided with a substitute teacher, when needed, and allow the student teacher to decline to substitute.
- L. Participate in the evaluation process of the student teacher, if requested.
- M. If possible, observe the performance of the student teacher and provide a follow-up evaluation.

VII. LICENSURE REQUIREMENTS

During the senior year, students enrolled in the Teacher Education Program must complete the specified elementary or secondary education courses (see faculty members of the Hendrix Department of Education for lists of the specific courses required for teacher licensure), including student teaching. At the completion of the student teaching experience, the Teacher Education Committee will review the record and portfolio of each candidate before recommending to the State of Arkansas that a teaching certificate be issued. This record will include, but is not limited to, the following:

1. The recommendations of the student's cooperating teacher and the Hendrix supervisor of the student teaching experience;
2. The applicant's academic record, which must show at least a 2.50 grade average;
3. The completion of all Hendrix College requirements for a Bachelor of Arts degree;
4. The completion of all course requirements of the State of Arkansas for the appropriate early childhood, middle school, or secondary teaching license; and
5. The student's completed portfolio.

Students who do not meet one or more of the above requirements may make application to the Teacher Education Committee for approval of licensure contingent upon the removal of certain stated deficiencies. The Hendrix Teacher Licensure Officer will sign the Arkansas, and other states' teacher licensure application forms only when the candidate has been approved by the Teacher Education Committee.

Individuals who wish to obtain a teaching license in states other than Arkansas should contact the Hendrix Teacher Certification Officer.

VIII. PRAXIS II EXAMINATIONS

In order to receive an Arkansas teaching license, the applicant must also make at least the minimum score set by the state on the Principles of Learning and Teaching and appropriate Specialty Area tests of the Praxis II.

The Principles of Learning and Teaching test of the Praxis II is currently administered at designated testing centers throughout the year. All recipients of Arkansas teaching certificates must make at least the minimum score established by the Arkansas Department of Education.

The Specialty Area tests of the Praxis II are currently administered at designated testing centers throughout the year. The Arkansas Department of Education has established minimum scores for the following tests, which are applicable to persons in the Hendrix Teacher Education Program:

Early Childhood Education P-4	Middle School	4-8
Art Education	Mathematics	
Biology and General Science	Social Studies	
Chemistry, Physics, General Science	Physical Education	
English Language and Literature	Spanish	
French	Speech Communication/Theatre Arts	

Persons taking any of the Praxis II tests must fill out and submit their own applications and pay their own fees. Application forms must be postmarked at least thirty-three days before a test date. Test scores on the Praxis II should be sent to the Arkansas Department of Education and to Hendrix College.

Hendrix will treat test scores in a confidential manner as required by the Praxis II concerning privacy of academic records. Application forms for the Praxis II tests may be secured from the Hendrix Teacher Certification Officer.

IX. APPLICATION FOR AND COMPLETION OF PROFESSIONAL TERM PROCEDURES

1. Achieve Passing Scores on Praxis I -- Spring Semester, Freshman/Sophomore Year
2. Application for Professional Term -- Spring Semester, Junior Year
3. Present portfolio with at least the six minimum required objectives fulfilled and interview with The Teacher Education Committee--Spring Semester, Junior Year
4. Teacher Education Committee Approves or Rejects Application -- Spring Semester, Junior Year
5. Student Teaching Assignment Made -- Spring Semester, Junior Year
6. Student Teaching -- Spring Semester, Senior Year
7. Make Application for Praxis II Exam -- Fall Semester, Senior Year
8. Final Debriefing -- Spring Semester, Senior Year
9. Take Praxis II Exam-- Spring Semester as scheduled by the Educational Testing Service

10. Present final portfolio as outlined and hold second interview with the Teacher Education Committee - Spring semester, Senior Year
11. Teacher Education Committee Approves Licensure -- Spring Semester, Senior Year
12. Fill Out Arkansas Teacher Licensure Application and Finger Printing forms with Hendrix Licensure Officer for Teaching Certificate -- Spring Semester, Senior Year

X. STUDENT ARKANSAS EDUCATION ASSOCIATION (S.A.E.A.) MEMBERSHIP

Students are encouraged to join the Hendrix College Chapter of the Student National Education Association as soon as they indicate their intentions to become a teacher. This may be as early as the freshman year in some cases. Seniors are required to belong to the SAEA chapter before they are placed for student teaching.

XI. ADDENDUM TO STUDENT TEACHER HANDBOOK

While every effort is made to ensure the accuracy of the information provided herein, the Department of Education reserves the right to make changes at any time without prior notice. The Department of Education provides the information in the handbook solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability which may otherwise be incurred.

In addition, Hendrix College adheres to the principle of equal educational and employment opportunity without regard to age, race, gender, disability, sexual orientation, or national origin. Further, the College is committed to the maintenance of an atmosphere of civility and respect for all students, faculty, and staff.

XII.

**HENDRIX COLLEGE
DEPARTMENT OF EDUCATION
PERSONAL INFORMATION REQUEST**

To: Prospective Student Teachers **CONFIDENTIAL**

From: Hendrix College Teacher Education Committee

1. Are you currently under the care of a doctor or counselor? YES NO
If yes, please describe.

2. Are you currently taking any medication: YES NO
What are the effects of this medication, if any?

3. Do you have any physical or mental condition that you YES NO
think could affect your student teaching in any way:
If yes, please describe.

4. Are you currently charged with, or have you been YES NO
convicted of a felony?
Please state the nature of the case.

5. If you checked "yes" to any of the above, do you feel YES NO
they will affect your student teaching?
If you checked "yes", how?

SIGNATURE _____ **DATE** _____

**HENDRIX COLLEGE
EDUCATION DEPARTMENT
PORTFOLIO EVALUATION INTERVIEW FORM**

STUDENT _____
EVALUATOR _____
DATE _____

OBJECTIVE	BELOW AVERAGE 1-4	AVERAGE 5-6	ABOVE AVERAGE 7-8	OUTSTANDING 9-10
1. Understand the social, philosophical, and organizational base of American education past, present, and future.				
2. Understand the fundamental principles of educational psychology, including early childhood and adolescent development.				
3. Understand the fundamental principles of organizing content knowledge for student learning. <ul style="list-style-type: none"> a. Understand and exhibit awareness of students' background knowledge and experiences. b. Articulate clear learning goals and objectives that are appropriate for student learning. c. Demonstrate an understanding of the content that was covered in the past, present, and future. d. Create and/or select teaching methods, learning activities, and instructional materials and other resources that align with the lesson objectives, and are developmentally appropriate. e. Create evaluation strategies that align with the objectives of the lesson. 				

<p>4. Understand how to create an environment for student learning.</p> <ul style="list-style-type: none"> a. Create a climate that promotes fairness. b. Establish and maintain rapport with students. c. Communicate challenging learning expectations to each student. d. Establish and maintain consistent standards of classroom behavior and management. e. Making the physical environment conducive to learning. 				
<p>5. Understand the fundamental principles of teaching for student learning.</p> <ul style="list-style-type: none"> a. Make learning objectives and instructional procedures clear to the students. b. Make content comprehensible to students. c. Encourage students to extend their thinking. d. Monitor students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands. e. Use instructional time effectively. 				
<p>6. Understand the need for continued teacher professionalism.</p> <ul style="list-style-type: none"> a. Reflecting on the extent to which the learning objectives were met. b. Use practical actions to help students who are not meeting the learning objectives. c. Build professional relationships to share teaching insights and learning activities. d. Understand the importance of communicating with parents or guardians about students. 				
<p>7. Understand the necessity of being able to teach all children in a multicultural society.</p>				
<p>8. Understand the integration of content through field experience.</p>				
<p>9. Understand one academic discipline in depth.</p>				
<p>10. Understand how technology is integrated throughout the curriculum</p>				

11. Understand the importance of exhibiting enthusiasm in teaching.				
12. Understand how to address different learning styles, cultural needs, and critical thinking.				

TOTAL: _____

COMMENTS:

XIV.

**HENDRIX COLLEGE
EDUCATION DEPARTMENT
DEPARTMENTAL RECOMMENDATION
FOR STUDENT TEACHING
EARLY CHILDHOOD P-4 OR MIDDLE SCHOOL 4-8**

Student _____ Department _____

The student named above has made application for admission to the Hendrix Elementary Education Program for the 20__-20__ academic year. The Committee on Teacher Education will appreciate the frank evaluation of the student by your department. On the basis of the department's knowledge of and contact with this student, please check the items below on the following scale:

- | | |
|------------------------------|---------------------|
| 3--Strongly Recommend | 2--Recommend |
| 1--Recommend with Hesitation | 0--Cannot Recommend |

All of these ratings should be on the basis of the student's suitability to enter a program preparing teachers for elementary schools.

	3	2	1	0	Remarks
Academic preparation					
Dependability					
Initiative					
Ability to work with others					
Poise and personality					
Skill in communication, wr and verbal					

Additional Comments:

Date _____ Signature _____

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XV.

**HENDRIX COLLEGE
DEPARTMENT OF EDUCATION
DEPARTMENTAL RECOMMENDATION
FOR STUDENT TEACHING
SECONDARY 7-12 OR PK-8/7-12**

Student _____ Department _____

The student named above has made application for admission to the Hendrix Elementary Education Program for the 20__-20__ academic year. The Committee on Teacher Education will appreciate the frank evaluation of the student by your department. On the basis of the Department's knowledge of and contact with this student, please check the items below on the following scale:

3--Strongly Recommend

2--Recommend

1--Recommend with Hesitation

0--Cannot Recommend

X--No Opportunity to Observe

All of these ratings should be on the basis of the student's suitability to enter a program preparing teachers for elementary schools.

	3	2	1	0	Remarks
Academic preparation					
Dependability					
Initiative					
Ability to work with others					
Poise and personality					
Skill in communication, wr And verbal					

Additional Comments:

Date _____ Signature _____
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XVI.

**Student Teacher Preferences
EARLY CHILDHOOD/MIDDLE SCHOOL/SECONDARY/K-12**

Student's Name _____ **Student Teaching during: Fall or Spring**
(Circle one)

Certifying to teach: PK – 4; PK-8*; 7-12 (circle one)

*Only Art/Kinesiology may choose PK-8. They may also choose to certify PK-8 and 7-12 if coursework is completed.

If certifying to teach 7 – 12, in what subject areas will you be able to student teach?

Summer Mailing Address _____

Summer Phone & E-mail _____

1. AUGUST OBSERVATION

School Name _____

Address _____

Phone/E-mail _____

Principal's Name _____

School District _____

Grade/Subject/Teacher Preference _____

2. FOUR (4) WEEK EXPERIENCE OR FIRST SIX (6) WEEK EXPERIENCE

School Name _____

School District _____

Grade/Subject/Teacher Preference _____

*PK – 4 students select K or 1st grade; Secondary students select 9 – 12 and/or subject preference

3. EIGHT (8) WEEK EXPERIENCE OR SECOND SIX (6) WEEK EXPERIENCE

School Name _____

School District _____

Grade/Subject Area _____

*PK – 4 students select 2nd, 3rd, or 4th grade; Secondary students select 7th or 8th grade and/or subject preference

Are there any considerations that should be taken into account when making your student teaching placement? **Yes** **No** (circle one)

If you answered "yes", please use the back of this sheet to explain.

XVIII. 3-Day Cooperating Teacher Information Form

EDUCATION DEPARTMENT
Academic Year 20__-20__

Dear Cooperating Teacher,

Thank you for accepting a Hendrix College student teacher. We are pleased to have a student under your care and supervision.

Thank you,

Dr. James Jennings, Chair
Education Department

Cooperating Teacher's Full Name: _____

Home Mailing Address: _____

City, State, Zip: _____

Home Telephone: _____

E-mail address: _____

School: _____

Student Teacher's Name: _____

XVIX. 3-12 Week Cooperating Teacher Information Form

EDUCATION DEPARTMENT
Academic Year 2__-20__

Dear Cooperating Teacher,

Thank you for accepting a Hendrix College student teacher. We are pleased to have a student under your care and supervision.

Please complete the form below so that our business office can send your stipend when the students have finished their student teaching experience with you. Enclosed is an envelope for you to return this. Please do so as soon as possible. All information is kept confidential.

Thank you,

Dr. James Jennings, Chair
Education Department

Cooperating Teacher's Full Name: _____

Social Security Number: _____

Home Mailing Address: _____

City, State, Zip: _____

Home Telephone: _____

E-mail address: _____

School: _____

Student Teacher's Name: _____

**XX. Hendrix College
Department of Education
Student Teacher Mini-Resume Form
Portfolio and Job Fair**

Name: _____
Last First Middle

Current Address: _____
Street, Route, P.O. Box City, State, Zip Code

Use Current Address Until ____/____/____
Mo./day/year

Permanent Address: _____
Street, Route, P.O. Box City, State, Zip Code

Telephone Numbers with Area Codes:
Current:
Permanent:

Degree Expected This School Year:

Expected Graduation Date:

Major(s): Minor(s):

Other Degree(s) held:

Teaching Certificate (s) Held or Expected by August 15:

Subject Area(s):

Grade Level(s):

State(s) in which you are/will be certified:

Student Teaching Internship(s)—Fall or Spring/Summer Semesters This School Year Only:

Subject(s):

School(s):

City/State Location:

Experience Summary (i.e., Elementary Teacher, 3 years; Camp Counselor, 2 summers):

Work Desired:

Geographic Preference:

Date Available for Work:

I hereby authorize the Career Services Office and its staff to grant access to and/or release the attached Mini-Resume for the purpose of assisting me in securing employment.

Signature: _____ Date: _____

**XXI. Hendrix College
Education department
Student Teacher Autobiography
Portfolio and Cooperating Teachers/Principals**

Name: _____ Home Address: _____

Student Teaching Address _____

Home Phone _____ Student Teaching Phone _____

Date of Birth _____ Parents Names _____

Married _____ Single _____ Divorced _____ If Married, Spouse's Name _____

Children: Yes _____ No _____ If Yes, Names and Ages _____

High School Attended _____ Graduation Date _____

Other colleges attended besides Hendrix, and dates of attendance _____

Courses taken in Education _____

(These questions must be typed and attached to this sheet. Type the question first and then your response.)

1. Give a short autobiographical sketch of your life. Indicate what factors influenced you to want to become a teacher.
2. Describe any specific abilities, skills, hobbies, travel or other interesting experiences you have had which may be useful in your student teaching.
3. List academic courses which have been most enjoyed and helpful to you. Give some reason for their special appeal to you.
4. State one or two things you would most like to learn from student teaching.
5. Discuss your ideas and thoughts about education (e.g., how children learn, what schools can do for the nation).
6. Add any comments you would like your cooperating teacher to know about you that you've not included in any of the above statements.

**XXII. Hendrix College
Education Department
Permission Form for Transcript
Cooperating Teachers/Principals**

TO WHOM IT MAY CONCERN:

RE: Transcripts

I give the Hendrix College Education Department permission to use my transcript in placing me into the schools for student teaching and teacher licensure. I understand that my transcript may be shared with the school districts to which I am assigned.

Name: _____ Date: _____

(Revised 05/2005)

XXIII.

**Hendrix College
Education Department
3-Day Observation Form**

Student's Name _____

School _____

Cooperating Teacher _____

Please assess the student's participation during the 3 day observation in your classroom. Please indicate any activities in which they were involved.

ACTIVITIES:

STRENGTHS:

WEAKNESSES:

OTHER:

Over-all rating of the student's 3 day performance.

EXCELLENT ABOVE AVERAGE AVERAGE FAIR POOR

Teacher's Signature _____

Date _____

XXIV.

HENDRIX COLLEGE DEPARTMENT OF EDUCATION
STUDENT TEACHER APPRAISAL FORM: *OBSERVATION 1

STUDENT'S NAME _____

SCHOOL _____

COOPERATING TEACHER _____

Please assess the student's teaching progress in this introductory two weeks of student teaching. We would appreciate your comments on the students' strengths and weaknesses to date.

A. Strengths:

B. Weaknesses:

C Other

D. Over-all rating of the student's first two weeks performance:

Excellent - Above Average - Average - Fair - Poor

Teacher/Supervisor Signature _____

DATE _____

*Note to evaluator: This form is to be used only for evaluation #1 during student teaching which should typically occur between the second or third week.

XXV. Hendrix College Department of Education Date _____

Student Teacher Appraisal Form: Observation 2, 3, 4

Note to evaluator: This form is to be used for evaluations 2, 3, and 4, and for periodic observations. It is in direct alignment with Pathwise® Domains A, B, C, and D.

Student Name _____ School _____ Grade/Subject _____

Cooperating Teacher _____ College Supervisor _____

Circle One: Observation #2 #3 #4 or Periodic Observation

- Ratings: E+ = Evidence is clearly present
- E = Evidence is present
- E- = Evidence is weak
- U = Unacceptable performance

* If a component is not observed or not applicable, please indicate this with "NO" or "NA" under the comment section.

Domain A: Organizing Content Knowledge for Student Learning	E+	E	E-	U	Comments
A1. Becomes familiar with relevant aspects of students' background knowledge and experiences					
A2. Articulates clear learning goals for the lesson that are appropriate to the students					
A3. Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future					
A4. Creates or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson					
A5. Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson					
Additional Hendrix College Education Department requirements relating to Domain A	E+	E	E-	U	Comments
1. Provides cooperating teacher with all lesson plans in advance of class presentation for critique					
2. Turns in complete lessons					
3. Writes lessons in PET format (Program for Effective Teaching)					
1. Provides evaluator with lesson in advance of an observation					
2. Turns in assignments (journal, lesson plans, unit) into the education department in a timely manner					
Domain B: Creating an Environment for Student Learning	E+	E	E-	U	Comments
B1. Creates a climate that promotes fairness					
B2. Establishes and maintains rapport with students					
B3. Communicates challenging learning expectations to each student					
B4. Establishes and maintains consistent standards of classroom behavior					
B5. Makes the physical environment as safe and conducive to learning as possible					

Domain C: Teaching for Student Learning	E+	E	E-	U	Comments
C1. Makes learning goals and instructional procedures clear to students					
C2. Makes content comprehensible to students					
C3. Encourages students to extend their thinking					
C4. Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts learning activities as the situation demands					
C5. Uses instructional time effectively					
Additional Hendrix College Education Department requirements relating to Domain C	E+	E	E-	U	Comments
1. Demonstrates effective oral and written communication skills					
2. Integrates technology into instruction					
3. Impacts student learning as evidenced by formative and/or summative assessments					
Domain D: Teacher Professionalism	E+	E	E-	U	Comments
D1. Reflects on the extent to which the learning goals were met					
D2. Demonstrates a sense of efficacy (is tenacious in helping students achieve learning objectives)					
D3. Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students					
D4. Communicates with parents or guardians about student learning					
Additional Hendrix College Education Department requirements relating to Domain D	E+	E	E-	U	Comments
1. Maintains accurate records					
2. Grows and develops professionally (faculty meetings, professional memberships and services)					
3. Professional demeanor (abides by Hendrix College and school policies, is professional in attitude and appearance)					

Additional Comments:

Signature

(Rev. 05/2005)

**XXVI. Hendrix College
Department of Education
4-Week Multicultural Teaching Experience
Evaluation Form by Student Teacher**

Student: _____ Dates: _____

Cooperating Teacher: _____ School: _____

(To be completed at the end of the 4-weeks and turned in to the Student Teacher Supervisor at Hendrix.)

A. Strengths of Multicultural Experiences:

B. Weaknesses of Multicultural Experiences:

C. Describe and Evaluate Your Multicultural Teaching Experiences:

Student Signature: _____

Date: _____

(Revised 05/2005)

XXVII.
HENDRIX COLLEGE
DEPARTMENT OF EDUCATION
STUDENT TEACHING DEBRIEFING FORM
EARLY CHILDHOOD AND MIDDLE SCHOOL

NAME _____ DATE _____

COOPERATING SCHOOL _____ GRADE _____

COOPERATING TEACHER _____

I. **Student Teaching**

- A. How prepared did you feel you were?

- B. If you had it to do over, what do you wish you had known, what did you need, and what didn't you need?

- C. Were there weaknesses in your program? What do you feel should be included?

- D. Were there strengths in your program? What did you find to be especially helpful?

- E. What were your strongest competencies in student teaching? What did the program include that were especially helpful?

- F. Suggestions for future planning of student teacher experiences.

- G. Observations
 1. Were our observations of your teaching useful? How could we have changed our student teaching observations to have made them more meaningful to you?

 2. What strengths did these observations have?

 3. Please give suggestions for improvement along with positive comments.

- H. Evaluate the following components/workshops as to their strengths and weaknesses in relation to your student teaching:
 1. P.E.T.

2. Classroom Management

4. Multicultural Education

5. Educational Technology

I. Cooperating Teacher(s)

1. Would you recommend using your cooperating teacher(s) with other students in the education program?
2. What strengths and weaknesses did your cooperating teacher have?

II. Education Courses

A. Evaluate the following courses (listed in "B") based on the following:

1. Which of the following courses benefited you the most and why?
2. Which of the following courses were of the least benefit and why?
3. What suggestions do you have for future classes?
4. What were their strengths and weaknesses?
5. What should be changed or kept the same?
6. What courses are the most helpful?
7. What courses are the least helpful?
8. What changes should be made, if any?

B. Courses:

1. Children's Literature
2. History of Education and Effective Teaching
3. Educational Psychology (or Developmental Psychology)
4. Teaching Reading, P - 8

5. Teaching Language Arts and Social Studies, P - 8

6. Teaching Math and Science, P - 8

7. Teaching Art and Music, P - 8

8. Arkansas History

9. Introduction to Student Teaching

10. Student Teaching, P - 4, 4 - 8, or 7 - 12

III. **Future Plans**

A. Are there any courses or experiences (workshops, classes or otherwise) that you feel might improve the preparation of future teachers?

B. Do you feel prepared to teach now?

C. Do you think you want to teach?

D. What grade preference, if any?

E. What areas would you like to know more about?

F. What are your future plans?

G. Do you have a philosophy of education? What is it?

IV. Department of Education Objectives

Rate the following objectives of the Department of Education and the development of your competencies using the following scale:

5--Excellent 4--Above Average 3--Average 2--Below Average 1--Unsatisfactory

A. Understand the social, philosophical and organizational base of American education past, present, and future.

5 4 3 2 1

B. Understand the fundamental principles of educational psychology, including early childhood and adolescent development.

5 4 3 2 1

C. Understand the fundamental principles of organizing content knowledge for student learning.

5 4 3 2 1

D. Understand the fundamental principles of teaching for student learning.

5 4 3 2 1

E. Understand how to create an environment for student learning.

5 4 3 2 1

F. Understand the need for continued teacher professionalism.

5 4 3 2 1

G. Understand the necessity of being able to teach all children in a multicultural society.

5 4 3 2 1

H. Understand the integration of content through field experience.

5 4 3 2 1

I. Understand one academic discipline in depth.

5 4 3 2 1

J. To understand how technology is integrated throughout the curriculum.

5 4 3 2 1

K. Understand the importance of exhibiting enthusiasm in teaching.

5 4 3 2 1

L. Understand how to address different learning styles, cultural needs, and critical thinking.

5 4 3 2 1

XXVIII.
HENDRIX COLLEGE
DEPARTMENT OF EDUCATION
STUDENT TEACHING DEBRIEFING FORM
SECONDARY OR K-12

NAME _____ DATE _____

COOPERATING SCHOOL _____ GRADE _____

COOPERATING TEACHER _____

ADDRESS _____

I. Student Teaching

A. How prepared did you feel you were?

B. If you had it to do over, what do you wish you had known, what did you need, and what didn't you need?

C. Comment on the following:

1. Were their weaknesses in your program? What do you feel should be included?

2. Were there strengths in your program? What did you find to be especially helpful?

D. What were your strongest competencies in student teaching? What did the program include that were especially helpful?

E. Suggestions for future planning of student teacher experiences.

F. Observations

1. Were our observations of your teaching useful? How could we have changed our student teaching observations to have made them more meaningful to you?

2. What strengths did these observations have?

3. Please give suggestions for improvement along with positive comments.

G. Evaluate the following components/workshops as to their strengths and weaknesses in relation to your student teaching.

1. P.E.T.

2. Classroom Management

3. Multicultural Education

4. Educational Technology

H. Cooperating Teacher

1. Would you recommend using your cooperating teacher with other students in the education program?

2. What strengths and weaknesses did your cooperating teacher have?

II. Education Courses

A. List the courses you have taken for teacher licensure with comments regarding strengths and weaknesses, requirements, grading, and other aspects of the courses.

B. Evaluate these secondary courses in education that you list from above in item A :

1. Which of the courses benefited you the most and why?

2. Which of these courses were of the least benefit and why?

3. What suggestions do you have for future classes to be offered?

C. Requirements for the Courses

1. Which courses were the most beneficial?

1. Which courses were the least beneficial?

3. What requirements would you change?

4. What requirements would you like to see added?

III. **Future Plans**

A. Are there any courses or experiences (workshops, classes or otherwise) that you feel might improve the preparation of future teachers?

B. Do you feel prepared to teach now?

C. Do you think you want to teach?

D. What grade preference, if any?

E. What areas would you like to know more about?

F. What are your future plans?

G. Do you have a philosophy of education? What is it?

IV. Department of Education Objectives

Rate the following objectives of the Department of Education and the development of your competencies using the following scale.

5--Excellent 4--Above Average 3--Average 2--Below Average 1--Unsatisfactory

A. Understand the social, philosophical and organizational base of American education past and present.

5 4 3 2 1

B. Understand the fundamental principles of educational psychology.

5 4 3 2 1

C. Understand the fundamental principles of instruction as applied to teaching and learning in the classroom.

5 4 3 2 1

D. Understand the fundamental principles of selecting and writing objectives.

5 4 3 2 1

E. Understand the fundamental principles of selecting strategies, methods, and materials.

5 4 3 2 1

F. Understand the fundamental principles of evaluation.

5 4 3 2 1

G. Understand the fundamental principles of classroom management.

5 4 3 2 1

H. Understand the importance of continual professional growth.

5 4 3 2 1

I. Understand the necessity of being able to teach in a multicultural society.

5 4 3 2 1

J. Understand the integration of content through clinical experience.

5 4 3 2 1

K. Understand one academic discipline in depth.

5 4 3 2 1
L. Understand the importance of exhibiting enthusiasm in teaching.

5 4 3 2 1
M. Understand how to address different learning styles, cultural needs, and critical thinking.
5 4 3 2 1