

## Student Teaching Handbook – Fall 2018 / Spring 2019

### Contents

<b>Student Teacher Role and Responsibilities</b>	3
I. Overview of Student Teaching	4
Core Principles in Student Teaching	5
Student Teacher School Orientation Guide: Getting Started	5
Deepening Your Relationship with Your School and Community	7
II. Responsibilities of Student Teachers	9
Relationships with Cooperating Teachers and University Coaches	9
Attendance	9
Professionalism	10
Gradual Assumption of Teaching Responsibilities	11
Participation in the Student Teaching Observation & Coaching Cycle	11
Clearances	12
If Concerns Arise	12
III. Assessing Your Performance during Student Teaching	13
Reporting Progress during Student Teaching	14
Grading Guidelines for Student Teaching	15
Student Teacher Growth Plan	15
Withdrawing from Student Teaching	16
Student Teaching Failure Policy	16
Student Behavioral Expectation and the Conduct Code	16
Expectations for “On the Job” Student Teachers	17
Appendix A: Helpful Information for Student Teachers	18
Safety Tips	18
Student Teaching Seminar or Capstone Course	18
Videotaping Your Teaching	19
Applying for Graduation from Temple	19
Applying for PA Teaching Certification	19
Letters of Program or Degree Completion	19
Accessing Resources and Support for your Job Search	20
Substitute Teaching	20
<b>Cooperating Teacher Role and Responsibilities</b>	20
I. Introduction	21
II. The Role of the Cooperating Teacher	21
Models for effective collaboration	22
Co-teaching	23
Responsibilities of the Cooperating Teacher	23

Prior to the student teaching experience	23
Upon the start of the student teaching experience	24
On an ongoing basis	24
At mid-semester	25
At the end of the semester	25
You, Your Student Teacher, and Your Student Teacher’s University Coach	26
Overview of General Expectations of Temple Student Teachers	27
Attendance	27
Professionalism	28
Gradual Assumption of Teaching Responsibilities	28
Participation in the Student Teaching Observation & Coaching Cycle	29
The Student Teacher’s Portfolio and Performance Assessment	30
Videotaping	30
If Concerns Arise	30
Student Behavioral Expectation and the Conduct Code	30
Links to Resources	31
Stipend for Cooperating Teachers	31
Appendix B: Additional Information for the Cooperating Teacher	32
Criteria for Selection as a Cooperating Teacher	32
Invitation to Join the ‘Temple Teacher Network’	32
<b>University Coach Role and Responsibilities</b>	32
I. Introduction	33
II. The Role of the University Coach	33
Responsibilities of the University Coach	34
Observation and Coaching Cycle	36
At mid-semester	37
At the end of the semester	37
Overview of General Expectations of Temple Student Teachers	37
Attendance	37
Professionalism	38
Gradual Assumption of Teaching Responsibilities	38
Participation in the Student Teaching Observation & Coaching Cycle	39
Relationships with Cooperating Teachers	40
Videotaping	40
The Seminar, the Student Teaching Portfolio, and the Senior Performance Assessment (SPA)	40
III. Assessing the Student Teacher’s Performance	41
Feedback and Assessment Forms	41
Student Teacher Growth Plan	43
Grading Guidelines for Student Teaching	43
Student Teachers Who Want to Leave Student Teaching	44

Student Teachers Having Adjustment Difficulties	44
Student Behavioral Expectation and the Conduct Code	44
Substitute Teaching	45
Appendix C: Helpful References for the University Coach	46
Clinical Practice Guiding Principles	46
Temple’s Standards for Skillful Teaching	46
Lesson Planning Framework	46
Links to Resources	47
Supplemental Resources	47

# Student Teacher Role and Responsibilities

## I. Overview of Student Teaching

Student teaching is often characterized as the most transformative experience in teacher education. During student teaching, you will enact in the classroom the teaching theories, strategies, and standards you learned in your core courses. To help you make the transition from student to teacher, you will share the classroom with an experienced professional who will impart to you his or her knowledge of best practices and the wisdom acquired from years of experience.

Although this is an exciting time in your developing career as an educator, it will not be easy. You may experience days of thrilling success with the lessons that you teach; but you will also experience frustration, as you learn to teach your students. These successes and struggles, highs and lows, are a common aspect of teacher development that many other teachers have experienced and continue to experience throughout their careers.

As a developing teacher working hard to meet [Temple's Standards for Skillful Teaching](#), however, you will not be alone. You will have not only your cooperating teacher, but also your university coach to guide and support you. Remember that teaching is collaborative and dynamic and everyone's teaching can constantly be improved. Both your cooperating teacher and your coach can be excellent resources to help you improve your teaching and to ensure that your students are learning.

As the semester progresses, you will acquire more and more responsibility in your teaching assignment. You will begin your work in the classroom by working with individuals and small groups of students and gradually begin to teach lessons with your cooperating teacher and on your own. You will work with your cooperating teacher to co-plan in order to enable you to meet both the host school's academic standards and Temple University's teaching standards. Later on in the semester you will be teaching or co-teaching with your cooperating teacher for the entire day.

While it may seem a daunting task, your professors, seminar instructors, and university coaches are all confident that your coursework, previous fieldwork, and emerging knowledge about schools and classrooms have prepared you well to meet the challenge. Through conscientious planning to develop active and engaging lessons, teaching to ensure equity and understanding for all of your students, collaborating with other professionals and community members in the school, and constantly reflecting on your own practice as you strive towards improvement, you will emerge at the end of this experience a qualified and confident beginning professional teacher.

As you continue to gain responsibility in the classroom and learn more about your students and the school, you should also reflect on your practice. Professional educators are able to evaluate their own and others' teaching

practices using a variety of assessment tools, including research and theory, in order to improve learning. Using the knowledge, theories and best practices from your coursework, you should develop both self-awareness and also awareness of the political and social contexts that influence schooling, placing you on a path toward teacher leadership.

### **Core Principles in Student Teaching**

Whether in a comprehensive high school in an urban district or in a small, suburban grade-school, successful teachers:

- recognize the diverse needs of their students;
- use a variety of strategies, materials, and methodologies to effectively respond to these needs;
- continuously monitor their effectiveness through reflection; and
- develop valuable relationships through professional communities to support their lifelong learning.

You will likewise encounter the need for such expertise throughout your student teaching experience and are encouraged to pay special attention to developing it. In particular, you should consider the prescriptions for successful student teaching, which are incorporated within the [Temple Teaching Standards](#) and which your instructors have emphasized throughout the program.

### **Student Teacher School Orientation Guide: Getting Started**

Here are some important ideas and information you should pursue prior to and during your initial days at your placement site. You will use this information to become more familiar with your school and your students, but also to learn how to work effectively in your school.

- ✓ **PHYSICAL SURROUNDINGS (Before the first day)**
  - Get to know the school community. Research the neighborhood online, do a walk-through or driving tour of the neighborhood, and/or talk to representatives of area community-based organizations.
  - Tour the school building. Identify your classroom and the emergency exit(s) and any barriers to accessibility for students with disabilities.
  - Identify the location of the main office, the bathrooms (for students and for staff), the counselor's office, the nurse's office, the custodian's office, the department office (secondary schools), the copy room, etc.
  - Identify the locations of the cafeteria, library, and auditorium.
  
- ✓ **CURRICULUM AND INSTRUCTION**

- Become familiar with state and district content and performance standards.
- Ask for and review curriculum guides, textbooks, pacing charts.
- Ask about specific instructional models or programs in use.
- Check out availability and use of technology.
- Review state and district assessments.
- Review student performance data (where possible, student teachers should use student assessment data to identify target areas for instruction and progress monitoring).
- Inquire about students receiving accommodations for physical or learning disabilities.

✓ SCHOOL PERSONNEL

- Learn the names and faces of the principal, assistant principal, your department head (secondary students), office staff, school nurse, guidance counselor, custodial staff and food service staff.
- Introduce yourself to all of the people listed above.
- Get to know the other teachers in your grade or department.

✓ SCHOOL PROCEDURES AND POLICIES

- Ask for your cooperating teacher's email address and phone number as well as the email address and phone number of your university coach.
- Check out the starting and ending hours for staff and students (e.g., bell schedule for secondary schools, time for dedicated literacy block for elementary schools).
- Review the school calendar, including the schedule for staff meetings and parent-teacher conferences.
- Get guidelines for parking, dress, lunch and leaving the building.
- Get guidelines for what to do in an emergency.
- Get guidelines for school closing and late openings.
- Get guidelines for handling medical needs of students (medications, injuries, allergies).
- Get guidelines for reporting abuse or other difficult situations.

✓ CLASSROOM INFORMATION AND PROCEDURES

- Ask for your cooperating teacher's schedule.
- Ask for a class list so you can learn your students' names.
- Review procedures for attendance, recess, lunch, end of day.

- Discuss with your cooperating teacher the procedures for classroom management (e.g., student movement, materials distribution, rewards systems) and discipline (e.g., in class, school/district reporting, communicating with parents).
- Ask about procedures for working with special needs students and their support team(s).
- Review homework guidelines, e.g., when assigned, parents' input/signature, how collected and graded.
- Become familiar with grading criteria and procedures.
- Learn your cooperating teacher's guidelines for grouping students.
- Know the process for getting (locating and requisitioning, when needed) and storing supplies.

✓ **FORMS AND RECORDS**

- Learn about student records (academic records, IEPs, disciplinary records): where they are located and what restrictions there are due to confidentiality.
- Find out when and how grades are issued; review report card format.
- Ask for information about school forms (roll sheets, attendance, hall passes, discipline forms, and any special education documentation or other important paperwork).

✓ **SCHOOL SERVICES**

- Ask your cooperating teacher or school staff for the location and the procedures for using the copiers, telephones, laminating machines, computers for students and staff, and the audio-visual equipment.
- Ask about procedures for requesting custodial assistance.

**Deepening Your Relationship with Your School and Community**

While teaching requires a large amount of procedural knowledge, teaching is also built largely on the positive relationships you establish within the community you serve. Therefore, it is suggested that you become actively engaged in school sponsored activities, projects, or initiatives that enable you to understand the community, school, families, and students that you will work with during your placement. Some suggested activities include:

- family literacy programs
- school beautification/improvement programs
- activities to improve school-wide attendance

- after school tutoring or recreational programs
- sports or coaching activities
- home and school meetings

Such experiences will provide additional opportunities for you to learn about and support the school community and the larger educational context. Your intent to participate in extracurricular activities should be communicated to, and approved by, the cooperating teacher and university coach. Student teachers should keep their university coach informed of the extent of their involvement in extracurricular activities at their schools.



## II. Responsibilities of Student Teachers

We assign student teachers to a particular placement in a district and school because that institution has agreed to work cooperatively with Temple University. As a student teacher, when you are notified of your placement you indicate to us that you are willing to abide by the regulations, procedures, and instructional practices for the school to which you have been assigned. In addition, you have specific responsibilities as a Temple University student teacher. Please carefully review these responsibilities and contact the Office of Field Placement with any questions.

### Relationships with Cooperating Teachers and University Coaches

The success of your student teaching experience rests heavily on the positive, professional relationships you develop with your cooperating teacher and your university coach. Your cooperating teacher has expressed a willingness to share his or her professional experience and knowledge as well as a commitment to work with pre-service teachers. Your university coach has valuable experience as a teacher and often as an administrator. Although your university coach is responsible for assessing your growth as a teacher, his/her responsibility also involves coaching you in your development as a teacher, and providing detailed, formative feedback about your teaching and planning. Both your cooperating teacher and your university coach will serve as expert resources while you student teach. You should actively engage in dialogue with them regarding your questions about instruction, planning, assessment, and reflection.

### Attendance

Student teachers **must** follow **the schedule of the cooperating school** and not the university calendar. You should observe the professional practices of the school, which often require teachers to sign in and out of school each day. Student teachers should be available *before* the children arrive in the morning and *after* their dismissal in the afternoon to facilitate opportunities for instructional planning and other educational interactions with cooperating faculty. Late afternoon, evening, and weekend hours are required for activities such as grading pupil work, developing instructional units, writing lesson plans, preparing bulletin boards or learning centers, and participating in professional after-school meetings. Student teachers must also attend all meetings and in-service opportunities required of their cooperating teacher. You may reference the [Student Teaching Calendar](#) for key dates as outlined by the Office of Field Placement.

You should be in attendance every day during your student teaching placement. We recognize, however, that emergencies do happen. If an emergency should require you to be absent or late, it is your responsibility to contact the cooperating teacher **and** the university coach, as far in advance as possible **or** as soon as possible. No

more than three absences are allowed during the student teaching semester; this includes attendance at job fairs and participation in professional interviews. All requests for planned absences must be submitted in writing to the university coach and approved by the university coach and cooperating teacher in advance.

In addition, attendance at all student teaching workshops, orientations or conferences scheduled by the university, university coach, or seminar instructor is mandatory. There is one Student Teacher Professional Development Day scheduled by Temple each semester; Temple requests that student teachers be excused by their placement school leaders and cooperating teachers to attend this professional development session. The date of this session is included on the [Student Teaching Calendar](#).

## Professionalism

The success of your student teaching experience rests primarily with you. Your attitude and work habits have a huge impact on the nature of your experience. Be mindful of the following expectations:

- Remember to maintain a professional appearance at all times. Check to see if the school has a professional dress code. Even if the standards of dress adopted by the school faculty are casual, you should dress professionally.
- Learn the culture of the school and be sure to address the school staff and faculty by whatever forms are customary within the school. Your professionalism and ability to understand the school culture will facilitate your assimilation into the school community.
- In the event that a conflict with a scheduled observation by your coach arises, contact your coach immediately to inform him/her of the conflict and reschedule the observation.
- If and when you communicate by email with students, teachers, or parents in the school, make sure to use your Temple email address.
- **Do not connect with students or school colleagues on any social media platform.** Consider making your profile on these platforms private and be cognizant of the appropriateness of your social media presence and posts for a public audience.
- Finally, although the use of cell phones is ubiquitous and somewhat necessary in many instances, many schools have adopted specific rules regulating or banning the use of cell phones in schools. Make sure you not only familiarize yourself with the school's policy regarding cell phones, but also exercise professional restraint in checking any messages or email while in the classroom.
- Remember that your behavior serves as a model for your students' behavior!

Your coach and cooperating teacher will assess your professionalism on several occasions throughout the semester and document their feedback and evaluations on TK20. If you ever have questions about professional expectations for student teachers or beginning teachers, please seek the advice of your cooperating teacher or

university coach. Student teachers who demonstrate a lack of professionalism may face consequences from either their school site or Temple that could result in their inability to complete student teaching and their failure of the course.

### **Gradual Assumption of Teaching Responsibilities**

The schedule by which student teachers assume various instructional responsibilities within their cooperating teachers' classrooms is not prescribed by Temple's teacher education program. Rather it is expected that such a schedule is determined collaboratively by the student teacher, cooperating teacher, and university coach based on the various teaching opportunities available to the student teacher and the student teacher's readiness to assume these instructional responsibilities. Please note the following general parameters:

- During the early stage of the student teaching experience, student teachers are encouraged to get acclimated to the school and classroom climate and communities, explore and digest the curricula, build relationships with students, observe the cooperating teacher model classroom procedures and instruction, and support students with small group and individual instruction. Student teachers may begin to assume lead responsibilities for managing students' transitions in/out/or within the classroom, planning and teaching particular routine elements of daily lessons, and/or planning and teaching one particular content area or prep.
- Student teachers should assume at least 3/5 of the cooperating teachers' lead teaching responsibilities by the midpoint of the semester.
- There is not an expectation that student teachers assume *all* of the cooperating teachers' teaching responsibilities by the end of the semester.
- Temple highly encourages the utilization of a [co-teaching model](#) for collaboration between the student teacher and cooperating teacher so that there are multiple opportunities for students to be supported by two instructional leaders in the classroom.

### **Participation in the Student Teaching Observation & Coaching Cycle**

A detailed overview of student teachers' (as well as coaches' and cooperating teachers') responsibilities in regards to the student teaching observation and coaching cycle are included in the [Student Teaching Observation Calendar and Guide](#).

Throughout the semester, student teachers are expected to:

- Respond to communications from their coaches in a timely manner and in adherence with any/all agreed-upon deadlines.

- Submit lesson plans to their coaches in advance of formal observations/coaching visits, in adherence with any/all agreed-upon deadlines and mechanisms.
- Reflect upon and consider revising their lesson plans to incorporate feedback received from their coaches in advance of their lesson delivery.
- Engage in post-observation conversations with their coaches (and ideally and whenever possible, their cooperating teachers also) to reflect on the delivery of their lessons and receive feedback.
- Complete reflections on their lesson delivery and post-observation conversation reflections and feedback in a few paragraphs on TK20.
- Review the written feedback offered by their coaches and documented in the ST-TORs and PDE-430s on TK20.
- Review the written feedback captured on the two Informal Collaborative Reflection Logs.
- Review the written feedback offered by their cooperating teachers and documented in the Mid-Semester Summary and End-of-Semester Evaluation on TK20.
- Contact their coaches and/or cooperating teachers with any questions or concerns about the feedback offered by their coaches and/or cooperating teachers and documented on TK20.
- ➔ If concerns arise about their performance and/or professionalism at any point during the semester, student teachers should engage in and be responsive to the coach's initiation and monitoring of a Student Teacher Growth Plan.

At the end of the semester, student teachers are expected to:

- Complete by the stated deadline the Student Teacher End-of-Semester Survey online via a link emailed to them from either SurveyMonkey or the Office of Field Placement.

## **Clearances**

All student teachers are expected to submit background clearances to the Office of Field Placement during the summer prior to the semester in which they plan to student teach. These clearances must be valid through the entirety of their student teaching experience. No one is permitted to enter a school for student teaching without having received "CLEARED" status from the Office of Field Placement on EdPortal.

If a student teacher is arrested for criminal behavior during his/her student teaching experience, he/she must contact the Office of Field Placement immediately and before he/she returns to school.

## **If Concerns Arise**

Communicating daily with your cooperating teacher and regularly with your university coach is the best way to avoid misunderstandings. If, at any time, you, the student teacher, should have concerns regarding some aspect of your student teaching experience you are expected to direct your concerns to 1) your cooperating teacher, 2) your university coach, or/then 3) the Assistant Director of Field Placement, Mr. Bernie McGee, who can be reached at 215-204-1520 or [mcgee@temple.edu](mailto:mcgee@temple.edu).

### III. Assessing Your Performance during Student Teaching

Over the course of the student teaching semester, you will gradually take on more of the classroom teacher's responsibilities. Eventually, you will teach for longer periods of the day and continue to co-teach and co-plan with your cooperating teacher. Your cooperating teacher is providing you with more than just a classroom within which to teach. In fact, your cooperating teacher was selected for that role by his/her school leader or district because of his/her professional experience, commitment to the field of education, and willingness to work with a developing teacher. Therefore, your cooperating teacher can be both a professional model and a mentor for teaching. Thus your cooperating teacher not only helps you navigate the procedures of the school, but also provides you with feedback and insight into developing and honing your own teaching techniques.

To assess your progress, a university coach will observe you a minimum of six times during the semester. The university coach will help you navigate your relationship with your cooperating teacher and assist with other questions you may have about instruction and methods. Your cooperating teacher will also evaluate your student teaching. Your coach determines your final grade for student teaching with the help of evaluations completed by your cooperating teacher. Individual conferences with your cooperating teacher and coach follow each observation. It is during these post-observation conversations that the team (consisting of you, your coach, and your cooperating teacher) will chart goals for growth that will help you focus on improving targeted aspects of your teaching over time.

A large part of your performance, as with all teaching, is contingent on effective and detailed planning for your classes. Therefore, it is necessary that you have lessons prepared and submitted to your coach prior to the observation. In preparing lesson plans for your coach and for review by your seminar or capstone instructor to include in your portfolio, follow Temple's [Lesson Planning Framework](#), which requires you to explain your thinking and reflect on your practice. At other times, when co-planning with your cooperating teacher or preparing lessons for your principal, follow the lesson planning template used in your school or by your cooperating teacher.

Although your coach is responsible for grading your student teaching, he/she is also your mentor. In this role, your coach will not only offer suggestions and target areas for improvement, but will also note positive developments in your growth as a teacher. No one, including your coach and cooperating teacher, expects your lessons to go perfectly, especially when you're just getting started. What matters most is your developing capacity

to evaluate your own teaching through reflection and to take action to strengthen it. Being able to reflect on your performance in the classroom and the feedback that your coach and cooperating teacher provide will help you make adjustments for future classes. Therefore, you should look to your coach and cooperating teacher for formative feedback and incorporate their suggestions for improvement into your teaching.

Temple University has established specific performance standards for the teacher preparation program. Students, as well as their coaches and cooperating teachers, should focus on development toward meeting these standards and providing evidence of the student teacher's ability to enact the standards as required in the Summative Performance Assessment (SPA). These skills and habits of mind, which are aligned to those of the Pennsylvania Department of Education and with national teaching standards, will also serve as criteria by which the university coach and cooperating teacher evaluate the progress of student teachers and provide specific feedback and support. As you gain experience and become more skilled, you should strive to meet the six [Temple Teaching Standards](#).

### **Reporting Progress during Student Teaching**

- Student Teachers, Cooperating Teachers, and University Coaches will access TK20 (<http://edtemple.tk20.com>) to complete the forms used for progress monitoring and evaluation during student teaching. Reference copies of the blank forms are available online and linked below:
- [Student Teacher Teaching Observation Report \(ST-TOR\)](#), to be used by the university coach in observing your classroom practice and in offering feedback about your growth in demonstrating the Temple Teaching Standards throughout the semester.
- [Informal Collaborative Reflection Log](#), to be used by the triad for reflection during the post-observation conversations that follow two informal observations by the university coach
- [Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice \(PDE-430 form\)](#), to be used by your university coach in reporting on your professionalism and classroom practice at mid-semester and at the end of the semester.
- [Student Teacher Growth Plan](#), to be used, if necessary, by your university coach to facilitate a conversation between you, the cooperating teacher, and the coach about areas of concern in regards to your progress with student teaching. Student teachers for whom an STGP is written are expected to adhere to the stipulations of and deadlines for progress in their performance. Student teachers who fail to demonstrate meaningful growth as outlined by their cooperating teacher and/or coach may fail student teaching.
- [Mid-Semester Summary Form](#) and [End-of-Semester Evaluation](#), to be used by your cooperating teacher to provide his or her assessment of your overall progress at the midpoint of the semester (Mid-Semester Summary) and at the end of the semester (End-of-Semester Evaluation).

## Grading Guidelines for Student Teaching

University Coaches determine the final grade for student teaching with input from cooperating teachers.

Coaches assess achievement during student teaching by:

- observing the student teacher's lessons in the classroom;
- conferencing with the student teacher about his/her classroom experience to learn about his/her knowledge of teaching, content, and classroom management;
- reviewing lesson plans and other materials generated by the student teacher; and
- consulting with the cooperating teacher and, at times, other school faculty and the school principal.

See the [Student Teaching Grading Rubric](#) for more information.

## Student Teacher Growth Plan

[The Student Teacher Growth Plan](#) can be initiated at any point during the semester by the university coach, in consultation and collaboration with the cooperating teacher. The university coach will be responsible for supporting the student teacher through the Student Teacher Growth Plan (STGP).

- The STGP begins with a discussion and/or conference including, but not limited to, the student teacher, the cooperating teacher, and the university coach.
- This conference will begin with a conversation about the student teacher's progress to date in meeting the expectations of student teaching held by the school partner and/or the university.
- The conference will continue with the development of a plan for the student teacher to meet the expectations of student teaching and the timeframe within which this is to be expected. Consequences for not meeting the expectations during the stated timeframe will also be discussed.
- Those present in the meeting will end the conference by reaffirming their commitment to supporting the student teacher's success.
- The university coach will submit a completed Student Teacher Growth Plan document to TK20 and will coach and supervise the student teacher's progress towards meeting the goals outlined in the STGP.
- The university coach will check-in often (via phone, email, or additional classroom visits) with the student teacher and cooperating teacher for progress updates and will possibly complete additional lesson observations.
- The university coach will submit any additional TORs to TK20.

- The university coach will alert the Assistant Director of Field Placement if the student teacher fails to meet the expectations outlined in the Student Teacher Growth Plan in the stated timeframe and/or fails to meet other expectations of student teaching.

### **Withdrawing from Student Teaching**

If, for any reason, you must leave student teaching during the course of the semester, please make this decision carefully. You are responsible for knowing all of the implications, including the financial ones, of this decision. It is strongly recommended that you discuss this decision with: a) your university coach, b) your Academic Advisor, c) Bernie McGee, Assistant Director of Field Placement, and d) Student Financial Services.

Students who leave student teaching after the university's withdrawal deadline but before the last day of student teaching will fail student teaching and the seminar course.

If you withdraw from student teaching after the drop deadline, you will be required to re-register for (and pay for) the required student teaching and seminar/capstone courses in a subsequent semester. There are no "Incomplete" designations given for student teaching.

Please notify the Office of Field Placement as soon as possible if you intend to withdraw from student teaching.

### **Student Teaching Failure Policy**

If student teachers demonstrate a lack of professionalism, a poor attitude, and/or poor performance during student teaching, they may be removed from student teaching. There are no second or alternative placements and no incompletes given for student teaching during the semester in which a student teacher fails to meet the objectives of the Student Teacher Growth Plan and is removed from his/her placement. Please make yourself aware of the [Student Teaching Failure Policy](#) before the semester begins. If /when you have questions or concerns about whether or not you are meeting your cooperating teacher's or university coach's expectations in regards to your professionalism and/or performance as a student teacher, please address those questions or concerns with your cooperating teacher and/or your university coach immediately in order to receive and attend to their feedback.

### **Student Behavioral Expectation and the Conduct Code**

The College of Education at Temple University promotes education as a primary mechanism for social mobility and social justice for all learners. Our mission is to prepare all of our students to be ethical and effective professionals who will employ leading-edge understandings and evidence-based practices in whatever setting they work. In order for us to achieve that mission, we have to have high expectations for our students from the onset of their studies. The Temple University Student Code of Conduct sets forth enforceable rules for conduct, articulates



those standards and delineates the process employed when standards are not met. You are expected to become familiar with this document and comply with it. Note that these standards are not exhaustive and you should be aware that your specific program, professional organizations you may join, licensing and/or local, state and/or federal statutory bodies may also set forth additional enforceable rules of conduct.

(1) Temple University Student Conduct Code

- <https://studentaffairs.temple.edu/student-conduct-and-community-standards>

(2) Pennsylvania's Code of Professional Practice and Conduct for Educators, Chapter 235

- <https://www.pacode.com/secure/data/022/chapter235/chap235toc.html>
- <http://www.pspc.education.pa.gov/Promoting-Ethical-Practices-Resources/Ethics-Toolkit/The-Commission-Professional-Discipline-and-the-code/Pages/default.aspx>

### **Expectations for “On the Job” Student Teachers**

Graduate students who are completing their student teaching in “on the job” paid positions will be assigned a university coach who will observe them at least six times over the course of the semester. Graduate student teachers in paid positions are required to submit detailed lesson plans for each of the lessons during which they are observed by the Temple University coach and prepare all other lesson plans in accordance with the guidelines and procedures established by their school or district employer. The evaluation forms and grading criteria outlined in this manual also apply fully to graduate student teachers in paid teaching positions. “On the job” graduate students in paid positions should also work closely with their capstone instructors to prepare and maintain a teaching portfolio.

# Appendix A: Helpful Information for Student Teachers

## Safety Tips

Many of you will be student teaching in locations that are new and unfamiliar to you. Therefore, please adhere to the safety tips listed below:

- Stay alert and be aware of the people around you.
- Stand tall, walk purposefully and make eye contact to show that you are calm and confident and know where you're going.
- Avoid narrow streets that might have hidden walkways.
- Remember to trust your instincts. Leave an area or situation in which you feel uncomfortable, and speak with your cooperating teacher or your coach about any discomfort you experience in school or in the surrounding neighborhood.
- When possible, use school parking lots, or park in well-lit and well-traveled areas.
- Lock your vehicle, make sure windows are closed, and keep all valuables out of sight.
- Do not offer a ride or accept rides from people you do not know.
- Leave student management challenges, especially in high school, to the professionals on site.
- Review safety and school evacuation plans with your cooperating teacher at the start of the semester. Know what is expected of you in facilitation of students' exit from or movement within the building during an emergency such as an evacuation or lockdown.

## Student Teaching Seminar or Capstone Course

The Student Teaching Seminar (undergraduate) or Student Teaching Capstone (graduate) course is an integral part of your student teaching experience. When possible, student teachers are placed in their seminar or capstone courses with other teachers in the same or similar schools or content areas. The student teaching seminar or capstone is a time to collaborate and problem solve with other teachers in the field who experience similar struggles and successes. This is a time for you to give and get support and develop the type of professional community that helps sustain and motivate all teachers at varying levels of experience. As this is a supportive community of practice, your attendance is beneficial to all other student teachers and your seminar or capstone instructor. Your participation, sharing, and support of other teachers are integral for the seminar or capstone. The opportunity to reflect and recharge during student teaching is not only helpful, but also necessary.

Another integral aspect of the student teaching seminar or capstone is to provide guidance and preparation for your student teaching portfolio and your Summative Performance Assessment (known as the "SPA"). Your

seminar or capstone instructor will actively guide you in reflecting on your lessons and enacting Temple's teaching standards. Through weekly check-ins, reflective activities, and lesson planning workshops, the seminar or capstone instructor offers a variety of activities and workshops to better prepare you to teach the students in your class(es) and build your portfolio so that it reflects your development throughout and the strengths of your student teaching experience. If you find yourself having difficulty completing the requirements for your portfolio, you should discuss the issue with your seminar or capstone instructor.

### **Videotaping Your Teaching**

Student teachers may want to videotape their teaching in their cooperating teachers' classrooms for the purpose of applying for teaching positions with various schools or districts. Student teachers should seek the approval and guidance of their cooperating teachers when following the school's or district's protocol for formally making this request to videotape.

### **Applying for Graduation from Temple**

Student teachers completing their teacher education programs at the end of their student teaching semester must apply to graduate from Temple University when alerted to do so in emailed announcements from Temple University and the College of Education. Student teachers should check their Temple email accounts daily for important announcements regarding graduation application deadlines and the RSVP protocol for Commencement tickets, instructions for ordering graduation caps and gowns, etc.

### **Applying for PA Teaching Certification**

Students graduating from Temple University's teacher education program must apply for their PA teaching certification directly with the Pennsylvania Department of Education through its online system called TIMS. Student teachers are not able to submit their certification applications until after their final GPAs from their degree program at Temple have been posted to their transcripts following a university review process (this typically occurs approximately four weeks after the semester's end). Updated and detailed information about the process graduates need to follow in order to apply for their teaching certification can be found on the [College of Education's website](#).

### **Letters of Program or Degree Completion**

While Temple students or new graduates wait for their certification applications to be processed by PDE, they can receive a letter of completion from Temple. This letter will articulate to a potential employer the student's or graduate's current status as someone who should be eligible for certification from PDE and therefore,

employment, following completion of the Temple program/degree or the posting of the official GPA and transcript. In order to request a letter of completion, students should contact Ms. Maryann McGrory ([maryann.mcgrory@temple.edu](mailto:maryann.mcgrory@temple.edu)), whose office is in the Shimada Resource Center, Ritter Annex 150.

### **Accessing Resources and Support for your Job Search**

Both Temple University and the College of Education are equipped with resources and supports to assist you in your efforts to identify and secure a teaching position following your completion of your degree at Temple. Please see the College of Education's [Career & Student Development webpage](#) for information about these resources and supports, including upcoming events such as workshops, career fairs, and mock interviews specifically geared towards College of Education students. University resources and supports, such as resume review, career coaching, and the OwlNetwork (just to name a few) can be accessed on the [Career Center's webpage](#).

### **Substitute Teaching**

Temple's College of Education does not support undergraduate teacher education students substitute teaching until they have met all program requirements including completion of student teaching.

Temple's College of Education does not allow graduate students to substitute teach during student teaching.

# Cooperating Teacher Role and Responsibilities

## I. Introduction

Thank you for inviting a Temple University College of Education student teacher into your classroom. We appreciate your willingness to collaborate with us in preparing excellent teachers for the future.

We make every effort to provide our education students with a strong background in content knowledge, pedagogical theory, and teaching methods. We also provide them with early field experiences, which expose them to a variety of classrooms and students and give them practice at lesson planning and instructional delivery. Now they have an opportunity, working with you, to experience day-to-day life in real classrooms and schools, including all the highs and lows, good days and bad days, and especially the sense of accomplishment that comes from intensive engagement with students over time.

Student teaching is the culmination of any teacher education program, and student teachers report that it is the most critical element of their preparation. It represents their best opportunity for:

- applying the research, theory, and best practices they have learned in university classrooms;
- receiving frequent, expert support and feedback; and
- reflecting on and learning from their practice.

It is during this time that student teachers begin to develop their personal teaching styles as well as their understanding of how schools operate. We look to you to help them also develop:

- a sense of professional efficacy,
- a commitment to high standards for all students,
- and the habits of mind of a good teacher, including the habits of reflective practice, continuous improvement, and lifelong learning.

## II. The Role of the Cooperating Teacher

The cooperating teacher plays a critical role as the student teacher's model and mentor and has great influence over the student teacher's learning experience. Student teachers tend to adopt the practices of their cooperating teachers, sometimes without question, assuming that they have no choice. We encourage you, however, to engage your student teachers in ongoing conversations about your practice and to encourage them to ask questions, to think for themselves, to share what they observe about your classroom and practice with you, and to be willing to suggest to you and try out strategies and methods they have learned with which you might not be familiar.

Over time, as student teachers get to know you, your classroom, and your students, we ask that you increase their classroom and instructional responsibilities until they can become partners with you in teaching your students. You do not need to surrender your classroom to your student teacher (nor should you). We expect you to work collaboratively and productively together to offer enriched instruction and opportunities for individual attention to your students. When the collaboration between cooperating teacher and student teacher works well, the students benefit the most.

As we're sure you will recall, this period of student teaching generates both excitement and anxiety. We ask you not only to instruct your student teachers, but also to support and nurture them. Cooperating teachers, working closely with university coaches, help student teachers set short and long term goals, analyze what works and what doesn't and why, and develop their capacity to reflect on and learn from experience. We ask that cooperating teachers provide critical feedback but also encourage, recognize, and praise professional growth.

### **Models for effective collaboration**

Our goal is to ensure that having a student teacher in your classroom is beneficial to you as well as to the student teacher. We hope that conversations with our coaches will help you gain insight into your practice and that our student teachers add capacity in ways that enable you to accomplish more than you might have achieved by yourself. Below are some suggestions for how you might effectively collaborate with your student teacher to accomplish this goal.

- Student teacher works with small groups and individual students in need of special attention, helping to differentiate instruction in the classroom.
- Cooperating teacher and student teacher each take primary responsibility for certain content areas.
- Student teacher prepares special units or lessons covering new content.
- Student teacher works with groups of students over time.
- Cooperating teacher and student teacher each take responsibility for planning and facilitating particular centers to provide more oversight and direction.
- Cooperating teacher and student teacher each take responsibility for planning and facilitating smaller group of students for which they teach the same or different content.
- Cooperating teacher and student teacher review assessments and reflect together on effectiveness of lessons.
- Cooperating teacher and student teacher plan together.
- Cooperating teacher and student teacher both initiate instruction and share ideas.

- Cooperating teacher and student teacher pool their resources and think together about how to work with individual students.
- Cooperating teacher and student teacher observe each other, ask questions and offer feedback.

## Co-teaching

The teacher education program at Temple University has begun to incorporate elements of the co-teaching model as articulated by St. Cloud State University and its Academy for Co-teaching and Collaboration. There are incredible benefits to student teachers and cooperating teachers utilizing this model to frame their working relationship in regards to planning and delivering instruction and supporting their students. We encourage student teachers and cooperating teachers to explore this model for collaboration. If you would like additional information about or support related to co-teaching, please let the university coach know. Resources can also be found on [St. Cloud State's website](#).

## Responsibilities of the Cooperating Teacher

In addition to working individually with your student teacher in your classroom, we ask you to introduce your student teacher to your colleagues, arrange for him/her to visit other classes at the same level and at other levels, meet and get to know the school staff, and become familiar with school procedures and policies.

We also ask you to provide formal feedback to your student teacher and to us about your student teacher's performance and growth with two official evaluations to be completed at mid-semester and at the end of the semester. Below is a list of the cooperating teacher's specific responsibilities:

### Prior to the student teaching experience

1. Introduce the student teacher as a guest teacher or teacher candidate rather than as a student (in order to create a higher level of respect and greater classroom rapport).
2. When possible, provide a desk or table, chair, and a secure place for a coat and other belongings for the student teacher.
3. Introduce the student teacher to other faculty members and school staff and encourage student teachers to take advantage of the expertise of such colleagues, e.g., through participation in team meetings, joint planning, and observation of other classrooms.
4. Determine which school systems / databases hosted online (email, attendance, gradebooks, faculty/staff portals), if any, the student teacher will be able to have access to and request that access on his/her behalf.
5. Provide the student teacher with pertinent information about:
  - a. school mission, students, the community, special programs, and the daily schedule;

- b. physical plant, including the location and use of specific resources (i.e., library, computers, audio-visual materials, duplication facilities, etc. );
- c. school rules, regulations, discipline policies, professional norms, and health and safety policies;
- d. classroom rules and procedures.

#### Upon the start of the student teaching experience

1. Orient the student teacher to classroom management procedures, classroom rules and policies. Write out or discuss classroom rules and policies and make seating charts and class lists available to the student teacher.
2. Familiarize the student teacher with all the forms, reports, etc., that teachers are responsible for keeping.
3. Share information about the curriculum, available instructional materials, and your planning and pacing. Discuss long-range curriculum plans with the student teacher, and review copies of texts, manuals, and media resources. Provide suggestions and/or guidelines for the theme and general content of early lessons or lesson series the student teacher might develop.

#### On an ongoing basis

1. Model high-quality instruction and reflective practice. Cooperating teachers are expected to demonstrate teaching methods consistent with contemporary research and standards of excellence. Allow the student teacher to observe you teaching each subject or class at first. Wherever possible, make explicit to your student teacher your instructional objectives, the theory or research on which you base your teaching, why you made specific choices (e.g., materials selection, instructional or management strategy, mode of assessment), and why you think particular actions were or were not effective. Encourage student teachers to participate in problem-solving conversations.
2. Discuss unique and relevant characteristics of individual students, including effective strategies for mediating behavior problems and/or differentiating instruction to meet the needs of these students.
3. Support the student teacher in gradually assuming teaching responsibilities. For example, student teachers may begin by working with an individual or small group before teaching the whole class, and should progressively increase the number of lessons taught or co-taught per day. By the end of the semester, the cooperating teacher and student teacher should be teaching effectively as partners. As a general practice, when the student teacher is teaching, the cooperating teacher should always be in the classroom.



4. Plan with the student teacher for specific teaching responsibilities each day. Share your lesson plans with your student teacher. Student teachers should submit lesson plans in advance to the cooperating teacher for most teaching responsibilities. Cooperating teachers should review the lesson plans and provide feedback.
5. Guide the student teacher in the use of specific student assessments and student performance data as appropriate. Explain the methods of assessment and grading you use, and how records are kept and reported to parents.
6. Encourage the student teacher to observe and participate in all school-related professional activities such as staff meetings, Individualized Education Plan planning meetings, professional development workshops, and planning for and conferencing with parents.
7. Observe, without interruption, the student teacher's professional practice (in and out of the classroom) and provide specific feedback and guidance. The cooperating teacher should provide both appropriate positive reinforcement and specific feedback, including suggestions for alternative approaches where appropriate. Constructive criticism should be delivered in a professional manner and in private.
8. Encourage your student teacher to ask questions and reflect on your practice and his/her own. Provide ongoing opportunities for the student teacher to feel comfortable discussing practice and soliciting advice. In schools with more than one Temple University student teacher, we encourage cooperating teachers to work with their colleagues and the school leadership to arrange for the cohort to meet together and discuss their progress.
9. Contact the student teacher's university coach immediately if the student teacher's behavior or performance falls below acceptable school standards. In addition, if, at any point in the semester, you have serious concerns about the student teacher's progress, discuss your concerns with the university coach who will initiate a [Student Teacher Growth Plan](#) and report your concerns to the Assistant Director of Field Placement.

#### At mid-semester

1. Provide formal feedback to your student teacher regarding his/her performance and suggest areas for growth by completing the [Mid-Semester Summary Form](#) in our online assessment system, TK20, and discuss your feedback with the student teacher and the university coach.

#### At the end of the semester

1. Assess the student teacher's contributions to your classroom and performance throughout the semester by completing the [End-of-Semester Evaluation](#) in our online assessment system, TK20, and discuss your evaluation with the student teacher and the university coach.

2. Provide feedback to Temple about your experience as a Cooperating Teacher for a Temple student teacher by completing the Cooperating Teacher survey in TK20.

Please address any questions or concerns not answered here, as well as concerns about the student teacher's development, first to the university coach, and then to Bernie McGee, Assistant Director of Field Placement, at (215) 204-1520 or [mcgee@temple.edu](mailto:mcgee@temple.edu).

### **You, Your Student Teacher, and Your Student Teacher's University Coach**

In our materials, we describe the cooperating teacher as the student teacher's mentor and the university coach as the student teacher's coach and evaluator. It is the coach who submits a student teacher's final grade but it should be informed by close collaboration with and input from the cooperating teacher.

Both research and anecdotal evidence suggest that cooperating teachers are powerful figures in the life of a student teacher. Student teachers observe their cooperating teachers every day and tend to assume that your practice sets the standard they should aspire to reach. When you manage your class or instruct in ways that they might find hard to emulate, they don't know how to respond. There is no way for them to learn that there are multiple paths toward successful teaching unless you make that clear to them. For these reasons, open communication between the cooperating teacher and student teacher is essential.

We request cooperating teachers whose practice and dispositions match those we value and teach our students. Please be sure to become familiar with the [Temple Teaching Standards](#) and [Lesson Planning Framework](#), which will greatly help you to support your student teacher. Our best teaching practices align with local and national standards and will become familiar to you, but if you have any questions about them, please feel free to ask your student teacher or his/her coach for clarification. Our lesson planning template is almost certainly more complex and detailed than the one you use, but it is designed to enable us to see clearly how our student teachers think about their teaching. They need complete our lesson planning template only for lessons that they share with their coach and/or include in their portfolio. Please share your lesson plans with your student teacher and help him/her plan effectively in as much detail as necessary to teach lessons effectively on a daily basis.

In addition, please speak with your student teacher often and explain what you are doing and why. Encourage the student teacher to ask questions and support his/her effort to develop a comfortable teacher identity, which may or may not be similar to your own. Whenever possible, encourage your student teacher to bring his/her prior knowledge into the classroom and to try new strategies that might not be part of your usual repertoire. Your support is critical to helping your student teacher grow into the kind of independent, reflective practitioner we are seeking to prepare.

Your student teacher's university coach will make one initial informal visit and typically four, but possibly more, formal observation visits, as well as two informal observation visits. During the initial informal visit, the

university coach will introduce himself/herself to you, share his/her contact information with you, and answer any questions you may have. All of following visits - the four (or more) formal observation visits and the two informal observation visits - will be ones that the university coach contacts the student teacher to schedule in advance. (See the [Student Teaching Observation Calendar and Guide](#) for an approximate timetable of when each visit will occur throughout the semester and what the responsibilities of the university coach, student teacher, and cooperating teacher are before, during, and after each observation. Other important deadlines are included on it, as well as on the [Student Teaching Calendar](#)). All of these visits by the university coach offer the opportunity for the cooperating teacher to provide feedback to the coach and student teacher about the student teacher's performance and growth in classroom teaching.

The coach is expected to be available to support the student teacher throughout the semester as needed, so additional visits (which may or may not include formal teaching observations) may be planned in order for the coach to effectively support the student teacher and his/her cooperating teacher. Additional visits beyond the five required by Temple's teacher education program are not unusual. Some are requested by student teachers and honored by the coaches in order that the student teachers may receive supplemental formal or informal feedback from the coach on a more frequent basis. Others become necessary in order for coaches to initiate and monitor any interventions required to support their student teachers' growth and performance.

The infrastructure of student teaching works best when there is good communication among all participants. If you have any concerns about your student teacher's behavior, professionalism, or capacity to succeed in the classroom, please raise them immediately with the coach. The coach is the liaison between the classroom and the university and will report your concerns to the Assistant Director of Field Placement.

## **Overview of General Expectations of Temple Student Teachers**

### Attendance

Student teachers **must** follow **the schedule of the cooperating school** and not the university calendar. They should observe the professional practices of the school, which often require teachers to sign in and out of school each day. Student teachers should be available *before* the children arrive in the morning and *after* their dismissal in the afternoon to facilitate opportunities for instructional planning and other educational interactions with cooperating faculty. Late afternoon, evening, and weekend hours are required for activities such as grading pupil work, developing instructional units, writing lesson plans, preparing bulletin boards or learning centers, and participating in professional after-school meetings. Student teachers must also attend all meetings and in-service opportunities required of their cooperating teacher.

Student teachers should be in attendance every day during their student teaching experience. We recognize, however, that emergencies do happen. If an emergency should require a student teacher to be absent or

late, it is the student teacher's responsibility to contact you, the cooperating teacher, **and** the university coach, as far in advance as possible **or** as soon as possible. No more than three absences are allowed during the student teaching semester; this includes attendance at job fairs and participation in professional interviews. All requests for planned absences must be submitted in writing to the university coach and approved by the university coach and cooperating teacher in advance. There is one Student Teacher Professional Development Day scheduled by Temple each semester; Temple requests that student teachers be excused by their placement school leaders and cooperating teachers to attend this professional development session. The date of this session is included on the [Student Teaching Calendar](#).

### Professionalism

It is the expectation that all Temple student teachers consistently demonstrate professionalism by:

- meeting expectations of attendance, punctuality, preparedness, appropriate dress, and appropriate demeanor, and demonstrating integrity and ethical behavior;
- communicating effectively, in both oral and written formats, with students, colleagues, paraprofessionals, related service personnel, and administrators;
- maintaining organized and accurate records and submitting requested documents and materials by stated deadlines;
- cultivating professional relationships with school colleagues, and making themselves aware of professional growth opportunities within the school, district, and/or college; and
- appropriately and respectfully initiating communication with and responding to communications from students' families, with the approval of their Cooperating Teacher.

### Gradual Assumption of Teaching Responsibilities

The schedule by which student teachers assume various instructional responsibilities within their cooperating teachers' classrooms is not prescribed by Temple's teacher education program. Rather it is expected that such a schedule is determined collaboratively by the student teacher, cooperating teacher, and university coach based on the various teaching opportunities available to the student teacher and the student teacher's readiness to assume these instructional responsibilities. Please note the following general parameters:

- During the early stage of the student teaching experience, student teachers are encouraged to get acclimated to the school and classroom climate and communities, explore and digest the curricula, build relationships with students, observe the cooperating teacher model classroom procedures and instruction, and support students with small group and individual instruction. Student teachers may, during this time, begin to assume lead responsibilities for managing students' transitions

in/out/or within the classroom, planning and teaching particular routine elements of daily lessons, and/or planning and teaching one particular content area or prep.

- Student teachers should assume at least 3/5 of the cooperating teachers' lead teaching responsibilities by the midpoint of the semester.
- There is not an expectation that student teachers assume *all* of the cooperating teachers' teaching responsibilities by the end of the semester.
- Temple highly encourages the utilization of a [co-teaching model](#) for collaboration between the student teacher and cooperating teacher so that there are multiple opportunities for students to be supported by two instructional leaders in the classroom.

#### Participation in the Student Teaching Observation & Coaching Cycle

A detailed overview of student teachers' (as well as coaches' and cooperating teachers') responsibilities in regards to the student teaching observation and coaching cycle are included in the [Student Teaching Observation Calendar and Guide](#).

Throughout the semester, student teachers are expected to:

- Respond to communications from their coaches in a timely manner and in adherence with any/all agreed-upon deadlines.
- Submit lesson plans to their coaches in advance of formal observations/coaching visits, in adherence with any/all agreed-upon deadlines and mechanisms.
- Reflect upon and consider revising their lesson plans to incorporate feedback received from their coaches in advance of their lesson delivery.
- Engage in post-observation conversations with their coaches (and ideally and whenever possible, their cooperating teachers) to reflect on the delivery of their lessons and receive feedback. These conversations follow both the formal and informal lesson observations.
- Complete reflections on their lesson delivery and post-observation conversation reflections and feedback in a few paragraphs on TK20.
- Review the written feedback offered by their coaches and documented in the ST-TORs and PDE-430s on TK20.
- Review the written feedback offered by their cooperating teachers and documented in the Mid-Semester Summary and End-of-Semester Evaluation on TK20.
- Contact their coaches and/or cooperating teachers with any questions or concerns about the feedback offered by their coaches and/or cooperating teachers and documented on TK20.

- If concerns arise about their performance and/or professionalism at any point during the semester, student teachers should engage in and be responsive to the coach's initiation and monitoring of a Student Teacher Growth Plan.

### The Student Teacher's Portfolio and Performance Assessment

During the student teaching semester, student teachers are enrolled in a seminar course designed to support their teaching and also to help them prepare their portfolios and get ready for Temple's final performance assessment. Through their portfolio, we expect student teachers to write authoritatively about what they have learned in student teaching and to demonstrate their ability to enact [Temple's Standards for Skillful Teaching](#). Sometimes student teachers get overly stressed out about these additional responsibilities of their seminar course and feel as if they have to make choices between focusing on their student teaching and on their portfolios. From our perspective, student teaching is their primary responsibility. If they have difficulty completing the requirements for their portfolios, they should discuss the issue with their seminar instructors.

### Videotaping

Student teachers may request to videotape their teaching in their cooperating teachers' classrooms for the purpose of applying for teaching positions with various schools or districts. Please follow your school's or district's protocol related to videotaping when considering this request.

### If Concerns Arise

Communicating daily with your student teacher and regularly with the student teacher's coach is the best way to avoid misunderstandings, but sometimes problems arise. If you have concerns about your student teacher, please speak first to the student teacher directly and then to the university coach. You should address concerns about your role or our expectations to the coach who will try to troubleshoot with you and also bring your concerns back to the university's Assistant Director of Field Placement.

Occasionally, but rarely, there are problems with the "fit" between cooperating teachers and student teachers. We need to address these situations immediately so we can make adjustments that enable the student teacher to complete the program without delay. If for some reason you are unable to reach the university coach quickly, please contact Temple's Assistant Director of Field Placement, Bernie McGee, at 215-204-1520 or [mcgee@temple.edu](mailto:mcgee@temple.edu).

### Student Behavioral Expectation and the Conduct Code

The College of Education at Temple University promotes education as a primary mechanism for social mobility and social justice for all learners. Our mission is to prepare all of our students to be ethical and effective

professionals who will employ leading-edge understandings and evidence-based practices in whatever setting they work. In order for us to achieve that mission, we have to have high expectations for our students from the onset of their studies. The Temple University Student Code of Conduct sets forth enforceable rules for conduct, articulates those standards and delineates the process employed when standards are not met. Temple student teachers are expected to become familiar with this document and comply with it. Note that these standards are not exhaustive and student teachers should be aware that one's specific program, professional organizations one may join, and licensing and/or local, state and/or federal statutory bodies may also set forth additional enforceable rules of conduct.

- (1) Temple University Student Conduct Code
  - <https://studentaffairs.temple.edu/student-conduct-and-community-standards>
- (2) Pennsylvania's Code of Professional Practice and Conduct for Educators, Chapter 235
  - <https://www.pacode.com/secure/data/022/chapter235/chap235toc.html>
  - <http://www.pspc.education.pa.gov/Promoting-Ethical-Practices-Resources/Ethics-Toolkit/The-Commission-Professional-Discipline-and-the-code/Pages/default.aspx>

## Links to Resources

The Office of Field Placement's [Student Teaching Resources webpage](#) offers quick links to all of the documents referenced in this handbook. It also includes user guides and video tutorials for Cooperating Teachers' and Student Teachers' use of [TK20](#), our online assessment and data management system in which Cooperating Teachers complete the [Mid-Semester Summary Form](#), the [End-of-Semester Evaluation Form](#), as well as the Cooperating Teacher Survey.

## Stipend for Cooperating Teachers

Temple would like to recognize cooperating teachers by offering them a very modest stipend. In order to process the stipends, cooperating teachers must complete the online information form and submit a W-9. Instructions are included on the Office of Field Placement Student Teaching Resources webpage for Cooperating Teachers: <http://education.temple.edu/ofp/student-teaching/cooperating-teachers>. The stipends are processed as checks that are mailed to the home addresses that cooperating teachers provide on the information form. Checks should be received no later than one month after the end of the Temple semester in which the cooperating teacher hosted a student teacher as long as all of the paperwork was correctly completed and submitted.

## Appendix B: Additional Information for the Cooperating Teacher

### Criteria for Selection as a Cooperating Teacher

The Pennsylvania Department of Education has identified specific qualifications for cooperating teachers. The state requires that each cooperating teacher must have:

- At least three years of teaching experience; one of which is in the district to which the student teacher candidate is assigned; and
- Certification in and a teaching assignment appropriate to the subject competency of the student teacher candidate.

The State System of Higher Education has also determined specific university requirements for the selection of cooperating teachers based upon the Association of Teacher Educators (ATE) *Standards for Field Experience in Teacher Education*. The College of Education relies on district and school administrative staff to help make appropriate assignments based on these standards.

Temple also has criteria of its own. Cooperating teachers should demonstrate expertise in instruction, classroom management, and continuous improvement, including the capacity to reflect on teaching practice and to use data, including student achievement data, to drive classroom decision-making. We look for teachers who are able to meet the individual learning needs of all students and to support the development of these qualities in others. In addition, the cooperating teacher must have the time and commitment to serve in this important role.

Along with many school leaders, we at Temple view cooperating teachers as critical collaborators in teacher preparation. Your ability to serve as a mentor to a new teacher deserves much more recognition than it gets. We recognize that these basic requirements just skim the surface of what we know a strong cooperating teacher will provide to our student teachers. We will do everything we can to make the experience valuable and satisfying to you. Please do not hesitate to give us feedback and request support and guidance from our faculty and staff if we can help you in any way.

### Invitation to Join the ‘Temple Teacher Network’

In an effort to reach out to and partner with classroom teachers, Temple has formed the Temple Teacher Network, which extends throughout the School District of Philadelphia, across charter schools in Philadelphia, and to schools across the region. We are looking for classroom teachers who would like to consistently work with us to prepare the next generation of teachers and to strengthen classroom practice in ways that benefit all students. If you would like to join or get more information, please contact Dr. Juliet Curci, Director of School and Community Partnerships, at [juliet.curci@temple.edu](mailto:juliet.curci@temple.edu).



# University Coach Role and Responsibilities

## I. Introduction

As higher standards for student learning create ever-increasing demands on teachers, the demands on teacher preparation programs also increase. Your role in ensuring that we meet those demands is critical. We at Temple are grateful to have the support of experienced and expert educators in the field. We deeply appreciate your willingness to help prepare tomorrow's teachers. The professional collaboration between the College of Education and our field-based partners ensures that our teacher candidates will receive the best possible preparation and become the kind of highly skilled and effective practitioners we all seek for the teaching profession.

This overview provides information regarding the student teaching experience and the role of the university coach in supporting student teacher achievement. Please read it carefully. It contains all of the materials, including the evaluation forms you will need to submit for the student teacher(s) assigned to you. Please pay special attention to [Temple's Standards for Skillful Teaching](#) and the competencies we expect teachers to develop, our lesson planning template and expectations for lesson planning, student teacher evaluation criteria, and specific expectations for the student teacher and cooperating teacher.

At times, you might feel the need to speak with someone regarding concerns related to your assigned student teacher(s). We recommend that you discuss concerns, as appropriate, with 1) the student teacher and/or cooperating teacher, 2) the school contact (e.g., principal, assistant principal, lead teacher) for school specific issues, and/or 3) the College's Assistant Director of Field Placement, Bernie McGee, who can be reached at 215-204-1520 or mcgee@temple.edu.

## II. The Role of the University Coach

The teacher preparation program at Temple University College of Education provides students with a strong background in teaching methods as well as contemporary research and theory. We recognize, however, that students do not fully realize the significance of what they learn in their university courses until they assume authentic responsibilities in a classroom. As you know, the student teaching experience is the culmination of pre-service teacher preparation and the best opportunity students have, before beginning their teaching careers, for practicing and applying the research, theory, and strategies they have learned in their teacher preparation program, receiving frequent expert support and feedback, and reflecting on and strengthening their practice. It is during this time that students not only begin to develop their personal teaching style, but also their understanding and appreciation of how schools operate, their sense of professional efficacy, and the habits of mind--including

commitments to high standards for all children, lifelong learning, and reflective practice--that will continue throughout their careers.

The university coach plays a complex role in helping us achieve our goals for our pre-service teachers by serving as the student teacher's guide/mentor and chief evaluator, as well as the primary liaison between the university and the school. The coach helps set the tone for the entire experience and provides support to both the student teacher and the cooperating teacher to help them manage their relationship and ensure a meaningful learning experience for both. The coach should encourage the cooperating teacher to support the student teacher in growing and developing his/her own personal teaching style, by sharing the demands of classroom teaching, by modeling effective practice, and by mentoring the student teacher over the course of the semester as s/he gradually takes on more and more specific classroom responsibilities and becomes an integral member of the school staff.

Performing the roles of both mentor and evaluator can prove challenging at times. We request that you meet with both your student teacher and the student teacher's cooperating teacher early in the semester to review your role and come to a mutual understanding. Throughout the semester you will want to encourage your student teacher(s), set goals and priorities with them, and provide advice about how to improve. Eventually, however, you must evaluate the performance of your student teacher(s).

Understandably, for many students, student teaching is a period of both great excitement and anxiety. University coaches are selected on the basis of their professional experience and expertise as educators to help see student teachers through this challenging and rewarding experience. Coaches are expected to use their own in-depth knowledge of pedagogy and classroom management, professional experience, and communication and consultation skills in guiding and evaluating student teachers.

We expect university coaches to cultivate relationships not only with their student teachers but also with the cooperating teachers and with school leadership and staff. Because cooperating teachers are generally assigned by principals and university staff members are often not acquainted with cooperating teachers, we rely on coaches to identify any initial problems in the match between cooperating teachers and student teachers. We also ask you to report any concerns you may have about school placements or the extent to which a cooperating teacher is able and willing to perform his/her role. It is the coach's responsibility at the start of the semester to raise any concerns with the Assistant Director of Field Placement and/or the site-based contact to resolve the situation and suggest a more appropriate assignment if warranted. In order to ensure the best possible experiences for all of our student teachers, we ask coaches to provide feedback on their student teachers' placements at the end of each semester when completing the Student Teacher Coach survey.

### **Responsibilities of the University Coach**

University Coaches will:

1. Help introduce the student teacher to the school and the community (e.g., providing background information on the school, explaining school rules/norms).
2. Contact the cooperating teacher within the first week of student teaching. Since it's often challenging to catch cooperating teachers during the school day for any length of time, we encourage you to discuss with the cooperating teacher the best way to stay in contact, which might prove to be via email.
3. Make one initial informal visit, four (or more) formal visits, and two informal visits to observe classroom performance and complete feedback and evaluation forms (formal observations only) following the observation and coaching cycle outlined below. These visits should be scheduled in advance with the student teacher.
4. Maintain regular ongoing communications (ideally, with contact via phone or email on a weekly basis) with the student teacher, cooperating teacher, and school administration; work with the seminar or capstone instructor as much as possible to coordinate feedback on lesson planning, pedagogy, and the student's ability to enact Temple's Standards for Skillful Teaching. Contact the university's Assistant Director of Field Placement as needed. Notify the Assistant Director of Field Placement of any initial problems related to the student teacher placement within the first week of the semester so any necessary adjustments can be made.
5. Help promote a positive relationship between the student teacher and the cooperating teacher by clarifying the roles and responsibilities of each and helping them to resolve any differences that may occur. Review the objectives and requirements of student teaching with both the student teacher and the cooperating teacher and explain the process used to evaluate the student teacher.
6. Serve as a representative of Temple University College of Education at the school and use professional courtesy in all interactions with Temple students and school faculty and staff.
7. Become familiar with the program's Temple Teaching Standards and use these to focus your coaching of student teachers. Please pay particular attention to encouraging student teachers to use research-based strategies and helping them meet the needs of diverse learners. Where possible use specific examples from your experience and/or their experience to make connections to education theory and research.
8. Encourage the student teacher to assume increasing responsibilities and independence in teaching, classroom management, and other professional responsibilities. With the student teacher and cooperating teacher, draft a tentative timeline for when and how responsibilities will increase throughout the semester. Please note the following:
  - During the early stage of the student teaching experience, student teachers are encouraged to get acclimated to the school and classroom climate and communities, explore and digest the curricula, build relationships with students, observe the cooperating teacher model classroom procedures and instruction, and support students with small group and individual instruction. Student teachers may, during this time, begin to assume lead responsibilities for managing students' transitions in/out/or

within the classroom, planning and teaching particular routine elements of daily lessons, and/or planning and teaching one particular content area or prep.

- Student teachers should assume at least 3/5 of the cooperating teachers' lead teaching responsibilities by the midpoint of the semester.
  - There is not an expectation that student teachers assume *all* of the cooperating teachers' teaching responsibilities by the end of the semester.
  - Temple highly encourages the utilization of a [co-teaching model](#) for collaboration between the student teacher and cooperating teacher so that there are multiple opportunities for students to be supported by two instructional leaders in the classroom.
9. Encourage student teacher participation in professional learning communities within the school and attendance at grade and department team meetings. If you are supervising several student teachers in the same school, we encourage you to hold group meetings and discuss issues of common concern together. We also encourage you to facilitate meetings between the student teachers and cooperating teachers (and school leadership whenever possible and appropriate) to share experiences and encourage collaboration.
10. Support the cooperating teacher as he/she works with the student teacher to help develop specific skills and learn more effective teaching techniques for diverse learning styles and abilities. Encourage the cooperating teacher to model his/her own reflective practice for the student teacher.

#### Observation and Coaching Cycle

- a. Review the student teacher's lesson plan. If/when possible, provide feedback to the student teacher about the lesson plan in advance of the lesson delivery. (You may set a deadline and expectation for when and how the student teacher is to share his/her lesson plan with you.)
- b. Observe the student teacher in the role of small-group facilitator, co-teacher, or lead teacher.
- c. Facilitate a post-observation conversation with the student teacher (and ideally and whenever possible, the cooperating teacher) following both the formal and informal observations to solicit the student teachers reflections on his/her delivery of the lesson and to provide specific feedback.
- d. Seek feedback from the cooperating teacher about the student teacher's overall performance and growth in professionalism, classroom environment, and meeting expectations of the Temple Standards for Skillful Teaching.
- e. Review the student teacher's written reflection on his/her lesson and the post-observation conversation that he/she posts in TK20 within 24 hours of the observation.
- f. Complete a written Student Teacher Teaching Observation Report (ST-TOR) form on TK20 within 72 hours of the observation.

- g. Upload a scanned copy of the Informal Collaborative Reflection Log on TK20 within 48 hours of the two informal lesson observations.
11. Help student teachers reflect on and improve upon their planning and instruction by periodically meeting or talking with him/her. Help student teachers to identify strategies that were successful, cite evidence, analyze why they were successful and identify strategies that were not successful, and why they were not successful and discuss possible changes. Encourage student teachers to draw on their knowledge of education research and theory.
  12. If, at any point, it appears that a student's successful completion of student teaching is in jeopardy, the coach should convene a meeting with the student teacher and cooperating teacher to discuss and complete a [Student Teacher Growth Plan](#) (documented in TK20) and notify the Assistant Director of Field Placement that a STGP has been implemented for that student teacher.

At mid-semester

13. Complete a mid-term evaluation of the student teacher's performance assessing her/his competency as a pre-service teacher using the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice, the [PDE-430](#). This form is to be completed in TK20.

At the end of the semester

14. Complete the summary data section included at the end of the 4<sup>th</sup> TOR and a Final PDE-430 to capture the student teacher's work at the end of the semester and his/her progress throughout the semester. These forms are to be completed in TK20.
15. Discuss your 4<sup>th</sup> TOR Summary evaluation, Final [PDE-430](#), and coaching comments with the student teacher in a Final Coaching Conversation prior to submitting his/her final grade to the Office of Field Placement.
16. Review and consider the cooperating teacher's assessments ([Mid-Semester Summary Form](#) and [End-of-Semester Evaluation Form](#)) and her/his classroom observations before determining a final course grade.
17. Determine the final course grade for the student teacher according to the [Student Teaching Grading Rubric](#) and submit that final letter grade to the Office of Field Placement.
18. Complete the End-of-Semester Student Teacher Coach survey via the link emailed to you from the Office of Field Placement towards the end of the semester.

## Overview of General Expectations of Temple Student Teachers

### Attendance

Student teachers **must** follow **the schedule of the cooperating school** and not the university calendar. They should observe the professional practices of the school, which often require teachers to sign in and out of

school each day. Student teachers should be available *before* the children arrive in the morning and *after* their dismissal in the afternoon to facilitate opportunities for instructional planning and other educational interactions with cooperating faculty. Late afternoon, evening, and weekend hours are required for activities such as grading pupil work, developing instructional units, writing lesson plans, preparing bulletin boards or learning centers, and participating in professional after-school meetings. Student teachers must also attend all meetings and in-service opportunities required of their cooperating teacher.

Student teachers should be in attendance every day during their student teaching experience. We recognize, however, that emergencies do happen. If an emergency should require a student teacher to be absent or late, it is the student teacher's responsibility to contact his/her cooperating teacher, **and** you, the university coach, as far in advance as possible *or* as soon as possible. No more than three absences are allowed during the student teaching semester; this includes attendance at job fairs and participation in professional interviews. All requests for planned absences must be submitted in writing to you, the university coach and approved by you and the cooperating teacher in advance. There is one Student Teacher Professional Development Day scheduled by Temple each semester; Temple requests that student teachers be excused by their placement school leaders and cooperating teachers to attend this professional development session. The date of this session is included on the [Student Teaching Calendar](#).

### Professionalism

It is the expectation that all Temple student teachers consistently demonstrate professionalism by:

- meeting expectations of attendance, punctuality, preparedness, appropriate dress, and appropriate demeanor, and demonstrating integrity and ethical behavior;
- communicating effectively, in both oral and written formats, with students, colleagues, paraprofessionals, related service personnel, and administrators;
- maintaining organized and accurate records and submitting requested documents and materials by stated deadlines;
- cultivating professional relationships with school colleagues, and making themselves aware of professional growth opportunities within the school, district, and/or college; and
- appropriately and respectfully initiating communication with and responding to communications from students' families, with the approval of their Cooperating Teacher.

### Gradual Assumption of Teaching Responsibilities

The schedule by which student teachers assume various instructional responsibilities within their cooperating teachers' classrooms is not prescribed by Temple's teacher education program. Rather it is expected that such a schedule is determined collaboratively by the student teacher, cooperating teacher, and university coach

based on the various teaching opportunities available to the student teacher and the student teacher's readiness to assume these instructional responsibilities. Please note the following general parameters:

- During the early stage of the student teaching experience, student teachers are encouraged to get acclimated to the school and classroom climate and communities, explore and digest the curricula, build relationships with students, observe the cooperating teacher model classroom procedures and instruction, and support students with small group and individual instruction. Student teachers may, during this time, begin to assume lead responsibilities for managing students' transitions in/out/or within the classroom, planning and teaching particular routine elements of daily lessons, and/or planning and teaching one particular content area or prep.
- Student teachers should assume at least 3/5 of the cooperating teachers' lead teaching responsibilities by the midpoint of the semester.
- There is not an expectation that student teachers assume all of the cooperating teachers' lead teaching responsibilities by the end of the semester.
- Temple highly encourages the utilization of a [co-teaching model](#) for collaboration between the student teacher and cooperating teacher so that there are multiple opportunities for students to be supported by two instructional leaders in the classroom.

#### Participation in the Student Teaching Observation & Coaching Cycle

A detailed overview of student teachers' (as well as coaches' and cooperating teachers') responsibilities in regards to the student teaching observation and coaching cycle are included in the [Student Teaching Observation Calendar and Guide](#).

Throughout the semester, student teachers are expected to:

- Respond to communications from their coaches in a timely manner and in adherence with any/all agreed-upon deadlines.
- Submit lesson plans to their coaches in advance of formal observations/coaching visits, in adherence with any/all agreed-upon deadlines and mechanisms.
- Reflect upon and consider revising their lesson plans to incorporate feedback received from their coaches in advance of their lesson delivery.
- Engage in post-observation conversations with their coaches (and ideally and whenever possible, their cooperating teachers) to reflect on the delivery of their lessons and receive feedback.
- Complete reflections on their lesson delivery and post-observation conversation reflections and feedback in a few paragraphs on TK20.

- Review the written feedback offered by their coaches and documented in the ST-TORs and PDE-430s on TK20.
- Review the written feedback offered by their cooperating teachers and documented in the Mid-Semester Summary and End-of-Semester Evaluation on TK20.
- Contact their coaches and/or cooperating teachers with any questions or concerns about the feedback offered by their coaches and/or cooperating teachers and documented on TK20.
- If concerns arise about their performance and/or professionalism at any point during the semester, student teachers should engage in and be responsive to the coach's initiation and monitoring of a Student Teacher Growth Plan.

### **Relationships with Cooperating Teachers**

As Temple's representative at the school site, we depend on you to maintain good communication and a good working relationship with cooperating teachers. We ask you to obtain contact information and discuss the best way for you to communicate, which might be via email. We request cooperating teachers who are able to model practices consistent with our standards for skillful teaching. If, as you observe your student teachers, you develop any concerns about your student teacher cooperating teacher, or have difficulty communicating with a cooperating teacher, please report those concerns immediately to the Assistant Director of Field Placement. At the end of the semester, we will ask for your feedback on your student teachers' placements and their cooperating teachers' effectiveness as mentors for Temple student teachers.

We ask cooperating teachers to complete two feedback/assessment forms for their student teachers and to meet with them regularly to discuss lesson plans, instructional delivery and classroom management. Those forms are to be completed online in TK20. In addition to reviewing these documents, please seek your student teacher's cooperating teacher's feedback regularly throughout the semester. Consider all feedback before completing your assessments on the ST-TORs and the PDE-430s and when determining the final grade for your student teacher at the end of the semester.

### **Videotaping**

Student teachers may request to videotape their teaching in their cooperating teachers' classrooms for the purpose of applying for teaching positions with various schools or districts. Student teachers should submit this request via the school's or district's protocol following approval from and with the guidance of his/her cooperating teacher.

### **The Seminar, the Student Teaching Portfolio, and the Senior Performance Assessment (SPA)**



Student teachers are all enrolled in a Student Teaching Seminar (undergraduate) or Capstone (graduate) course designed to support them in student teaching and help them prepare their portfolios. Good communication between coaches and seminar instructors makes this process go much more smoothly for the student teachers. If you do not know your student teachers' seminar instructors, feel free to ask for their names and email addresses so you can contact them. For their portfolios, student teachers are required to submit lesson plans that conform to Temple's [Lesson Planning Framework](#). The template requires them to plan and reflect in greater detail than you might think is necessary on a regular basis for a classroom teacher, but the detail they provide enables their seminar instructors to evaluate their understanding of their practice as well as their ability to enact the [Temple Teaching Standards](#). In order to avoid confusion, please encourage your student teachers to use the Lesson Planning Framework so that the lessons they prepare for you, with some added reflection, can go right into their portfolios.

The Temple program emphasizes reflective practice as a critical standard. In your conversations with your student teachers and in your assessments, please help your student teachers understand and practice reflection. In particular, you can help them focus on student learning outcomes and assessment data as a means of determining whether or not they have met their objectives. You can also help them by reminding them of research and theory that they can use to guide their decision-making and evaluate their lessons. Other areas in which student teachers often need support include differentiating instruction, getting to know their students and using their prior knowledge to inform the student teacher's decision-making about curriculum and lesson planning, and techniques for engaging students in instruction and managing their classrooms with the help of carefully planned lessons and engaging pedagogical techniques.

Some student teachers feel overwhelmed by the responsibility of preparing their portfolios on top of student teaching, but experience tells us that most student teachers accomplish this task without undue stress. Under no circumstances should they need to take time off from student teaching to prepare their portfolios. Student teachers should address questions or concerns about their portfolios to their Seminar or Capstone Instructor.

### III. Assessing the Student Teacher's Performance

#### **Feedback and Assessment Forms**

During the course of the semester you are required to complete or upload (online, in a platform called TK20) 8 forms for each student teacher. The [PDE-430](#), required by the state, will be completed in TK20 twice, once at the mid-point of the semester and once at the end of the semester. The [Student Teacher Teaching Observation Report \(ST-TOR\)](#) will be completed in TK20 a minimum of four times, following each required formal observation. This is a form generated by the teacher education program, which asks you to assess teaching

practices related to our standards. Additional ST-TOR forms can be completed if additional formal observations are warranted or are requested by the student teacher. A scanned copy of the Informal Collaborative Reflection Log will need to be uploaded into TK20 following each of the two informal observation visits. Finally, at the end of the semester, University Coaches will also complete one Final [PDE-430](#) in TK20 and include summary data included at the end of the 4<sup>th</sup> TOR, capturing your overall feedback on the student's development throughout the semester and his/her level of success at the end of the semester.

These forms are the official record of your supervision, but please feel free to use additional means of communicating your observations and suggestions to your student teachers whether they fit on the forms or not. We expect you to use good professional judgment in order to provide student teachers with the feedback and coaching they need to develop their teaching practice over time and to become reflective practitioners.

We do not expect our student teachers to meet all of our standards initially, although some may. Student teachers generally need practice simply planning and executing lessons successfully before they can focus on critical thinking or create activities that promote active learning. Because they must respect the climate their cooperating teachers have created, they don't always have opportunity to establish their own learning communities or teach the way they (or we) would prefer.

We expect you to consider these constraints when you observe and provide feedback. When appropriate, helping student teachers envision alternatives to the teaching practices they observe can be very useful. Coaches can also help student teachers negotiate with their cooperating teachers when they want to try something new. They sometimes feel compelled to emulate their cooperating teachers even when those practices do not enable them to enact our standards. They will appreciate your help in figuring out how to fit into the classrooms and schools to which they have been assigned while trying to gain some experience trying out the methods and approaches they have learned at Temple. For an overview of a suggested timeline for observations and document submission, see the [Student Teaching Observation Calendar and Guide](#). An overall [Student Teaching Calendar](#) with key dates and deadlines is also available on the Student Teaching website.

We encourage you to set goals with your student teachers so that you have an agenda for each observation and each conference. All student teachers want to do well from the beginning and will be disappointed with low ratings, even when those ratings are satisfactory as measures of their progress as a pre-service teacher during student teaching. It is very important for you to explain how the assessment system works; that they are just starting out, that their skills will almost certainly develop over time, and that they can only master certain skills once they have mastered others. In addition, they have the whole semester to prove that they understand and can enact Temple's Standards for Skillful Teaching. No one expects them to do it perfectly (or at all) at the start.

From time to time, university coaches and/or cooperating teachers become concerned about the ability of a student teacher to complete student teaching successfully. When that is the case, the coach, after consulting with the cooperating teacher, should convene a meeting to discuss a [Student Teacher Growth Plan](#) that will ultimately

be submitted to the Assistant Director of Field Placement via TK20. This process is critical in helping us monitor our student teachers, provide support for any who are struggling, and identify problems in time to address them.

### **Student Teacher Growth Plan**

[The Student Teacher Growth Plan](#) can be initiated at any point during the semester by the university coach, in consultation and collaboration with the cooperating teacher. The university coach will be responsible for supporting the student teacher through the Student Teacher Growth Plan (STGP).

- The STGP begins with a discussion or conference including, but not limited to, the student teacher, the cooperating teacher, and the university coach.
- This conference will begin with a conversation about the student teacher's progress to date in meeting the expectations of student teaching held by the school partner and/or the university.
- The conference will continue with the development of a plan for the student teacher to meet the expectations of student teaching and the timeframe within which this is to be expected. Consequences for not meeting the expectations during the stated timeframe will also be discussed.
- Those present in the meeting will end the conference by reaffirming their commitment to supporting the student teacher's success.
- The university coach will submit a completed Student Teacher Growth Plan document to TK20 and will coach and supervise the student teacher's progress towards meeting the goals outlined in the STGP.
- The university coach will check-in often (via phone, email, or additional classroom visits) with the student teacher and cooperating teacher for progress updates and will possibly complete additional lesson observations.
- The university coach will submit any additional TORs to TK20.
- The university coach will alert the Assistant Director of Field Placement if the student teacher fails to meet the expectations outlined in the Student Teacher Growth Plan in the stated timeframe and/or fails to meet other expectations of student teaching.

### **Grading Guidelines for Student Teaching**

University coaches determine the final grade for student teaching with input from cooperating teachers.

University coaches assess achievement by:

- observing the student teacher's lessons in the classroom;

- conferencing with the student teacher about his/her classroom experience to learn about his/her knowledge of teaching, content, and classroom management;
- reviewing lesson plans and other materials generated by the student teacher; and
- consulting with the cooperating teacher and, at times, other school faculty and the school principal.

Please consult the [Student Teaching Grading Rubric](#) for more detail as to how to assess the student teacher's performance level at the end of the semester.

The final grades for each student teacher should be submitted to the Assistant Director of Field Placement by the deadline given (see the [Student Teaching Observation Calendar and Guide](#) and the [Student Teaching Calendar](#)). Since the Assistant Director of Field Placement is the official instructor of record for all student teachers, undergraduate and graduate, he will submit the official grade to the university. The Assistant Director of Field Placement may adjust a final grade when he, in consultation with the Director of School and Community Partnerships and/or Assistant Dean of Teacher Education, deems such action is necessary or appropriate. The student teacher may appeal the final grade through a formal appeal process after the semester has ended and the final grade has been posted.

If you have any questions or concerns, contact Bernie McGee, the Assistant Director of Field Placement: [mcgee@temple.edu](mailto:mcgee@temple.edu).

### **Student Teachers Who Want to Leave Student Teaching**

Please know that there are significant academic and financial implications for student teachers who leave or withdraw from student teaching. Rather than counsel student teachers to take a particular course of action, the Office of Field Placement would prefer that you encourage student teachers who may confide in you that they are considering withdrawing from student teaching to contact the following people/offices before making this decision: a) their Academic Advisor, b) Bernie McGee, Assistant Director of Field Placement, and c) Student Financial Services.

### **Student Teachers Having Adjustment Difficulties**

A student teacher may confide in you that he/she is facing a lot of difficulties – whether related to student teaching or not. Please alert Bernie McGee, Assistant Director of Field Placement, immediately when this occurs or if/when you have concerns about a student teacher's abilities to adjust to the expectations of student teaching. There are resources on-campus to which we can connect the student teachers and there are university protocols that faculty and staff are expected to follow in order to ensure a student's safety and well-being when this is the case.

### **Student Behavioral Expectation and the Conduct Code**

The College of Education at Temple University promotes education as a primary mechanism for social mobility and social justice for all learners. Our mission is to prepare all of our students to be ethical and effective professionals who will employ leading-edge understandings and evidence-based practices in whatever setting they work. In order for us to achieve that mission, we have to have high expectations for our students from the onset of their studies. The Temple University Student Code of Conduct sets forth enforceable rules for conduct, articulates those standards and delineates the process employed when standards are not met. Temple student teachers are expected to become familiar with this document and comply with it. Note that these standards are not exhaustive and student teachers should be aware that one's specific program, professional organizations one may join, and licensing and/or local, state and/or federal statutory bodies may also set forth additional enforceable rules of conduct.

(1) Temple University Student Conduct Code

- <https://studentaffairs.temple.edu/student-conduct-and-community-standards>

(2) Pennsylvania's Code of Professional Practice and Conduct for Educators, Chapter 235

- <https://www.pacode.com/secure/data/022/chapter235/chap235toc.html>
- <http://www.pspc.education.pa.gov/Promoting-Ethical-Practices-Resources/Ethics-Toolkit/The-Commission-Professional-Discipline-and-the-code/Pages/default.aspx>

### **Substitute Teaching**

Temple's College of Education does not support undergraduate teacher education students substitute teaching until they have met all program requirements including completion of student teaching.

Temple's College of Education does not allow graduate students to substitute teach during student teaching.

## Appendix C: Helpful References for the University Coach

### Clinical Practice Guiding Principles

Behind all of our procedures and policies related to field experiences, we have identified [Clinical Practice Guiding Principles](#) that help us focus on reaching our goals. We use these principles to help us make decisions about the character and quality of our field experiences and the demands we make on university coaches, cooperating teachers, and students in the field. We ask you to review these principles and help us ensure that they play a prominent role in our field program.

### Temple’s Standards for Skillful Teaching

The [Temple Teaching Standards](#) permeate our program and guide how we assess our ability to prepare our students for teaching. They incorporate the skills, competencies, and habits of mind we try to ensure that all of our students acquire. Traditional categories for assessing teaching performance, such as planning, instructional delivery, and classroom management, are incorporated into the standards. We expect you to give feedback that matches those categories, but we also ask that you become familiar with our standards and incorporate feedback that relates directly to them. For example, feedback on instructional delivery should consider deep content knowledge, real world connections, active learning, and critical thinking as goals. Overall, we ask you to reinforce reflection as a primary tool for teacher improvement by helping your student teachers learn how to reflect in ways that provide insight into their practice and a pathway to improvement.

### Lesson Planning Framework

All field-based courses, including practicum courses, as well as student teaching seminars, require students to use Temple’s [Lesson Planning Framework](#) for their lesson planning. The framework (or “template”) is designed to encourage student teachers to think deeply about curriculum and lesson planning, to provide detailed information about their lessons, and to reflect in detail about their practice and how they might improve. We use it to assess their capacity to plan instruction and to teach effectively. It is not designed to be a practical, day-to-day tool for teachers.

The template emphasizes “backwards planning,” starting with proposed learning outcomes and then moving backwards to describe how to achieve those outcomes. Identifying the evidence the student teacher will use to evaluate the success of the lesson is an important part of the planning process. We encourage our student teachers to think about varied types of assessments, which might include reports and projects and other applications of knowledge, and not simply to rely on conventional tests.

We also expect student teachers to consider the context for their lessons, including demographic information about their students, their families and their neighborhoods, students' prior knowledge, and knowledge of the special needs of their students. They should be able to situate a particular lesson in a broader understanding of the curriculum unit in which the lesson is embedded. They should be able to connect an individual lesson to what comes before and after. They can only accomplish this level of control if they understand the purpose of the lesson. To grasp the purpose, especially in cases where they are following a script, they need to investigate the curriculum guide and discuss the lesson with their cooperating teacher. By asking questions about the purpose of the lesson, university coaches can help to motivate student teachers to learn more about the context for their teaching and student learning.

### **Links to Resources**

The Office of Field Placement's [Student Teaching Resources webpage](#) offers quick links to all of the documents referenced in this handbook. It also includes user guides and video tutorials for Student Teachers' and University Coaches' use of [TK20](#), our online assessment and data management system.

### **Supplemental Resources**

Additional resources have been developed for university coaches should they like to use or reference them in their work with student teachers:

- [Student Teaching Note-taking Guide](#): This document outlines suggestions for how the university coach, particularly those new to working with student teachers, may want to organize themselves for note-taking during the formal observations.
- [Student Teaching Post-Observation Conversation Guide](#): This document suggests a potential agenda for a post-observation conversation that includes the university coach, the student teacher, and potentially, the cooperating teacher. Its content and structure reflects Temple's teacher education program's emphasis on coaching (in which the university coach and cooperating teacher are able to model and encourage inquiry-based practice and reflection) and on the use of student work as evidence to discuss the strengths and areas of growth within the student teacher's developing practice.