

Student Teaching Handbook - Fall 2014 / Spring 2015

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Student Teacher Roles 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 a most 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 struggle to teach your students and shift “to the other side of the desk.” 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 enact 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 continues, 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 course work, 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 fully qualified and confident 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 following prescriptions for successful student teaching, which are closely related to the [Temple Teaching Standards](#) and which your instructors have emphasized throughout the program.

Respect Diversity and Differentiate Instruction: The same principles of respect that regulate the ways that citizens relate to each other in the larger society should operate in all classrooms. Respect for and an open-minded attitude toward your teacher colleagues, school staff, and students are key to successful student teaching.

Effective teachers demonstrate a belief that all children can learn and set high standards, meaningfully and appropriately including all students in classroom activities. They provide individualized support to help students meet such standards, including teaching in ways that are both culturally responsible and responsive.

Being a student teacher will provide you plenty of opportunities to work with students from diverse backgrounds who have diverse needs and interests. You should be prepared to recognize and address the issues that your students and their community, home, school, and classroom contexts present, whether in learning about other cultures or selecting classroom materials. Supporting inclusive education and honoring diversity requires purposeful differentiation, including adaptations for children who learn in different ways, at different rates, with different supports, and/or who demonstrate their knowledge and skills in different ways.

Connect with Students: Learning is best facilitated through well-structured activities that challenge learners intellectually, academically, and socially and bridge students' learning to their real world experiences. Effective teachers pose real, substantive problems for learners and set explicit expectations for learning; they actively engage students in learning and draw on a variety of resources, including innovative technologies and the students' own lives, communities and prior knowledge to support these efforts.

In your student teaching, you should strive to relate learning to the real world by making your lessons applicable to your students' every day interactions and to real-world events. Creating maps of their neighborhoods, interviewing relatives and members of the community about their backgrounds, taking surveys of their peers or members of the school community about school lunch and its nutritional value, and setting up recycling centers in school or in their communities are examples of activities that focus on the real world.

Maintain High Expectations and Academic Rigor: Given well-structured activities, all children can engage difficult material successfully. At all levels of schooling, effective teachers ground learning in thorough knowledge of subject matter and in the ways of knowing that characterize academic disciplines. Effective teachers connect subject matter and ways of knowing to students' prior knowledge and provide meaningful opportunities for them to engage and construct new knowledge in the classroom.

As a student teacher you will be challenged by the demands of teaching students who are both academically under-performing and those who achieving well beyond the level of their peers. While it's often easier to plan for and focus lessons on the needs of the students in the middle, you should work to identify the specific needs of students across the spectrum and provide instruction that ensures academic rigor and supports for meeting the standards of such rigor for all of your students.

Use Data to Make Decisions: Effective teaching is demonstrated through successful learning. To ensure that students learn, effective teachers make use of a wide variety of demonstrably effective teaching strategies and methods of assessments, and they base their instructional decisions on these data. In particular, effective teachers know and use differentiated approaches to instruction, as well as a variety of methods for assessing the needs and progress of all of their students and communicating that progress to students and their parents as appropriate. Furthermore, teachers gather, analyze, and use the data from student performance (both informal and formal) to make instructional and curricular decisions.

As a student teacher, you should continue to ask yourself how you are held accountable for the performance of your students. Set specific goals for what you expect your children to learn and use available data to monitor progress toward achieving your goals. Engage students in this process to encourage ownership of their own learning.

Use Technology to Enhance Instruction: Our world is largely driven by the use of technology to garner information. Effective teachers must make consistent and appropriate use of technology to support the educational goals they have for themselves and their students. Whether it is through the use of wikis and blogs to facilitate discussions, or using a smart board to locate countries around the world, teachers and students benefit from the purposeful use of technology for educational objectives. In their planning and reflective processes, teachers continue to ask themselves if there are additional available resources, including specific education technologies that can help them more efficiently or effectively meet the needs of their students, particularly in presenting information in multiple ways and providing students multiple ways of finding, working with, and constructing, new knowledge.

In your student teaching experience, you are strongly encouraged to look for opportunities to use technology in the classroom whether it is to create a web page, to use Skype to chat with an expert in the field, or to teach and review the alphabet. Technology is a valuable resource for attending to each of the above themes. It is an important part of education today, and it will play an increasingly important role in supporting teaching and learning the future.

Reflect on Your Practice: Effective teachers are life-long learners. They connect their day-to-day activities to coherent social, philosophical, and political frameworks. They research their own practice. They participate in the professional and academic activities of their academic and professional communities. This is not only to ensure expertise and understanding of the art of teaching, but also to help teachers persist during periods of tumult and struggle. Successful teachers reflect on their daily lessons and their classroom experiences in order to ensure equity and excellence for all learners.

In your student teaching experience, take advantage of the professional learning opportunities afforded you via the school and district, professional associations, and community-based organizations. Seek specific advice from your cooperating teacher and his/her colleagues; join them in professional conversations, both formal and informal. Engage other student teachers (and/or practicum students) at your school, as well as their cooperating teachers, in regular discussions of your progress, the challenges you are facing, and the strategies you have employed. This discourse about struggles and strategies will not only benefit you, but other teachers, both novice and experienced, with their own practice.

As a student teacher you will have to find ways to improve what you teach and convey it successfully to the students. Maintaining a portfolio is one way of assessing your knowledge and skills as a teacher. You should also keep track of your students' progress, most importantly, what they have learned in your class. This will allow you to better understand the different needs of the children in your class and continuously improve your practice.

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. 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 placement.

✓ PHYSICAL SURROUNDINGS (Before the first day)

- Get to know the school community. Research the neighborhood on-line, 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).

✓ 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.
- Get to know the other teachers in your grade or department.

✓ SCHOOL PROCEDURES AND POLICIES

- Locate the 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 extra-curricular 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 accept 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.

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 new 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 sources while you teach. You should actively seek them out with 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. Evening 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.

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.

Professional Dress and Behavior

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.

Remember to maintain a professional appearance at all times. Check to see if the school has a professional dress code. Always adhere to the standards of dress adopted by the school faculty.

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.

If and when you communicate by e-mail with students, teachers, or parents in the school, make sure to use your Temple email address.

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 on 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.

Student Teaching Seminar

The Student Teaching Seminars are an integral part of student teaching. Every student teacher working in schools is placed in a seminar with other teachers in the same or similar schools. The student teaching seminar 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 instructor. Your participation, sharing, and support of other teachers are integral for the seminar. The opportunity to reflect and recharge during student teaching is not only helpful, but also necessary.

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

III. Assessing Your Student Teaching Performance

Over the course of the student teaching semester, you will gradually take on more of the classroom teacher's responsibilities (see the [Student Teaching Observation Calendar and Guide](#)). 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 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 four 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 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 and cheerleader. 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 Senior 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](#).

Student Teaching Portfolio and Senior Performance Assessment

As part of the expectation that you master the standards for teaching and enact these standards through your teaching, planning, assessment, and reflection, every student teacher must collect evidence, data, and other artifacts of their student teaching experience for their electronic portfolios. Your seminar instructor will review the portfolio requirements with you and provide details as well as access to the electronic portfolio template, but in general you should include student work samples, graphic organizers you designed for a specific activity, assessments and rubrics, and any other examples that show how you met your objectives and enacted the standards in your classes. You may also want to include videos of classroom activities and pictures of bulletin boards and other visuals. Although you are encouraged to take pictures of student work, if you want to take pictures or videotape students working in the classroom, remember that your school has policies regarding recording images of students. Please be sure to check with your cooperating teacher or school staff before videotaping or taking photos of students.

Towards the end of the seminar, you will need to pass the Senior Performance Assessment (SPA), which is designed to evaluate your mastery of Temple's teaching standards. For the SPA, you will submit a teaching portfolio that contains a number of documents (lesson plans, a unit plan, a copy of your IPA, your teaching philosophy, a reflective essay, a child study, etc.) to your seminar instructor via TK20. A rubric for the Temple standards will be used to assess your ability to utilize and explain the standards as they have become part of your teaching practice. You will need to pass the SPA in order for Temple to recommend you for certification. Your seminar instructor will guide you through this process.

You should be familiar with the [Temple Teaching Standards](#) and the rubrics used to assess your portfolio as they are similar to the ones you encountered in your Intermediate Performance Assessment.

Reporting Progress

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. You can also find links to the grading criteria your cooperating teacher and coach will use to observe and report progress in your development as a teacher. These include:

- [Student Teacher Teaching Observation Report \(ST-TOR\)](#), to be used by the coach in observing your classroom practice and in offering feedback about your growth in demonstrating the Temple Teaching Standards throughout the semester.

- [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; and
- [Mid-Semester Summary / End-of-Semester Evaluation](#), to be used by your cooperating teacher to provide his or her assessment of your overall progress at the mid-point of the semester (Mid-Semester Summary) and at the end of the semester (End-of-Semester Evaluation).

Determining the Grade for Student Teaching

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

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.

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

Special Aspects for “On the Job” Student Teachers

Some of the material contained in this manual does not apply to graduate students who are completing their student teaching in “on the job” paid positions.

These students will be assigned a university coach who will observe them at least four 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 work closely with their seminar instructors to prepare and maintain a teaching portfolio.

Appendix: 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 students' exit from or movement within the building during an emergency such as an evacuation or lock-down.

Cooperating Teacher Roles 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 many of 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.

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 deploy your student teacher to accomplish this goal:

What student teachers bring to the classroom:

- Latest research and best practices
- Exposure to technology-based resources
- Ability to work with small groups/individual students
- Individual content expertise
- Enthusiasm/eagerness to learn

What cooperating teachers provide for student teachers:

- Mentoring
- Sound advice about good practice, what works and what doesn't and why
- Teaching tips
- Deep knowledge of students
- Deep knowledge of school as an institution

Models for effective collaboration:

- 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 divide up subjects, each taking primary responsibility for certain content areas.
- Student teacher prepares special units or special content.
- Student teacher works with groups of students over time.
- Cooperating teacher and student teacher split up centers to provide more oversight and direction.
- Cooperating teacher and student teacher split up class and teach smaller groups 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 help individual students.
- Cooperating teacher and student teacher observe each other, ask questions and offer feedback.

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. For student teachers, you are the source of much, if not all, of the knowledge they will gain about schools and school communities during their semester with you. Please accept this professional responsibility and make integrating your student teacher into the life of the school a high priority.

We also ask you to provide us with two official evaluations, the [Mid-Semester Summary Form](#) completed at mid-semester and the [End-of-Semester Evaluation](#) at the end of the semester. The forms vary slightly and both should be completed online. Completing these evaluations gives you an opportunity to sit down with your student teacher and possibly the university coach to provide both formative and summative feedback.

Below is a list of the cooperating teacher's specific responsibilities:

1. Introduce the student teacher as a teacher's assistant or guest teacher rather than as a student (in order to create a higher level of respect and greater classroom rapport).
2. 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. 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.
5. 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.
6. Familiarize the student teacher with all the forms, reports, etc., that teachers are responsible for keeping.
7. 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.

8. Model high-quality instruction and reflective practice. As important mentors, 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.
9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. 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.
15. 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.

16. Coach the student teacher with his/her performance by completing the [Mid-Semester Summary Form](#) and assess the student teacher's performance by completing the [End-of-Semester Evaluation](#) and discussing these forms with the student teacher and the university coach.
17. 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 the middle of 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.

Please address any questions or concerns not answered here, as well as concerns about the student teacher's development, to the university coach first, and then to Bernie McGee, Assistant Director of Field Placement, at (215) 204-1520 or 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 ultimately evaluates the student teacher, turns in a formal grade, and determines whether or not s/he is recommended for certification, but in many ways your day-to-day role as mentor is more significant and more influential.

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, but that is not always the case. Please be sure to review our standards and make sure that you are familiar with our expectations and goals. 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 informal visit and four formal visits. During the 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. The following four formal 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 the Student Teaching Calendar).

The infrastructure of student teaching works best when there is good communication among all participants. Ask your student teacher's coach for e-mail and/or phone contact information so you can stay in touch. 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.

Although the coach's role is focused on the student teacher, if you would like feedback as well, please feel free to ask for it. If you and your student teacher are co-teaching a lesson, the coach can discuss it with both of you. Your willingness to model reflective practice, to ask questions about your own teaching, to welcome feedback, and to demonstrate a commitment to continuous improvement will have a powerful positive effect on your student teacher and might be beneficial to you at the same time.

If Problems 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. Occasionally, but rarely, the content expertise of the cooperating teacher and the certification area of the student teacher don’t match. 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.

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 our 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 problem with their seminar instructors.

III. Helpful References 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.

In addition, cooperating teachers must have completed a program of preparation on observation and evaluation skills developed by the college or university (these guidelines serve to meet part of this requirement). We will also offer workshops and discussion sessions from time to time which we encourage you to attend.

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. We expect the cooperating teacher to 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.

Maintaining good communication among all parties involved in our field experiences is a high priority for us. Please make sure we have your e-mail address so that we can contact you to inform you about policies and procedures, changes in our program, and professional development opportunities.

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 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, (juliet.curci@temple.edu).

Clinical Practice Guiding Principles

Behind all of our procedures and policies related to field experiences, we have identified a set of [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.

Links to Resources

Becoming familiar with the [Temple Teaching Standards](#) and [Lesson Planning Framework](#) will greatly help you to support your student teacher. Our best teaching practices map onto local and national standards and will probably be 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.

University Coach Roles 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 our lesson planning template and expectations for lesson planning, Temple's Standards for Skillful Teaching and the competencies we expect teachers to develop, 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 both 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 strongly suggest that you sit down 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. Especially during the first half of 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). If you do not pass them, they cannot become certified. Their future lies in your hands.

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 secure 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.

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 e-mail.
3. Make one initial visit to the school and four official visits to observe classroom performance and complete feedback and evaluation forms.

4. Maintain regular communications with the student teacher, cooperating teacher, and school administration; work with the seminar 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's placement 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.
9. Observe the student teacher and provide specific feedback. Complete a written Student Teacher Teaching Observation Report (ST-TOR) form online after each visit.
10. Help student teachers reflect on and improve upon their planning and instruction by periodically meeting 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.
11. 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.
12. 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.
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. If it appears that a student's successful completion of student teaching is in jeopardy, the supervisor should convene a meeting with the student teacher and cooperating teacher to discuss and complete a Student Teacher Growth Plan and notify the Assistant Director of Field Placement that a STGP has been implemented for that student teacher.

14. Complete the summary data on the 4th 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.
15. Discuss your 4th TOR Summary data, Final PDE-430 and comments with the student teacher in a Final Coaching Conversation prior to submitting the final grade.
16. Consider the cooperating teacher's assessments (Mid-Semester Summary and End-of-Semester Evaluation) and her/his classroom observations when determining a final course grade.

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 encourage you to obtain contact information and discuss the best way for you to communicate, which might be via e-mail. We look for cooperating teachers who are able to model practices consistent with our standards for skillful teaching, but we are not always successful in this effort. If, as you observe your student teachers, you develop any concerns about your student teacher's cooperating teacher, or have difficulty communicating with a cooperating teacher, please report those concerns 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.

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 will soon be completed on-line; please review them and take them into consideration in grading your student teacher's performance at the end of the semester.

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

Student teachers are all enrolled in a Student Teaching Seminar 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.

III. Assessing the Student Teacher's Performance

Providing Feedback to Student Teachers: What to Look For

During the course of the semester you are required to complete (online, in a platform called TK20) 7 forms for each student teacher. The [PDE 430](#), required by the state, will be completed twice, once at the mid-point of the semester and once at the end of the semester. The [Student Teacher Teaching Observation Report \(TOR\)](#) will be completed a minimum of four times, following each required observation. This is a form generated by the teacher education program, which asks you to assess teaching practices related to our standards. Additional forms can be completed if additional observations are warranted. Finally, at the end of the semester, University Coaches will also complete one Final [PDE-430](#) and include summary data on the end of the 4th TOR, capturing your overall feedback on the student's development throughout the semester and 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

Feedback and Assessment Forms

At the beginning of the semester, you will receive an email explaining how to complete and submit student teaching coaching and evaluation forms online. You will submit 4 [Teacher Observation Reports](#) and 2 [PDE 430s](#). Links to copies of each form are provided here so you may print the documents for note-taking purposes during your observations should you choose to do so.

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.

Determining the Grade 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 Guidelines](#) for more detail as to how to assess the student teacher's growth at the end of the semester.

The final grades for each student teacher should be submitted via email 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. The Assistant Director of Field Placement may adjust a final grade when he, in consultation with the Director of School and Community Partnerships, 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.

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

IV. Helpful References for the Student Teaching 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.

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 Observation Calendar and Guide](#): This document outlines the key responsibilities of university coaches, student teachers, and cooperating teachers before, during, and after each school visit or observation. It also outlines the necessary actions for university coaches, student teachers, and cooperating teachers to complete at the mid-point of the semester and at the end-point of the semester. The dates and deadlines included in the document are suggestions in order to keep everyone on pace. Temple is aware that school and personal schedules vary, making adjustments necessary at times; please follow the document's guidelines to the extent that you feel they are supportive of your work.
- [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.