



Dear Cooperating Teacher:

The Teacher Education faculty at St. Norbert College would like to express its gratitude to each cooperating teacher for his or her important contributions to student teacher growth. Your influence is tremendous.

COMMUNICATION AND OBSERVATION

We encourage you to communicate frequently with your student teacher. Your feedback about student teacher success or failure is a crucial improvement motivator. Please feel comfortable observing, recording thoughts, and conferencing with your student teacher. Conferences between the two of you should be frequent, friendly, and honest. Cooperating teachers need to analyze periodically student teacher performances, note them in writing, and dialogue about them. Open dialogue related to midterm and final evaluation reports is strongly recommended.

ENCOURAGEMENT FOR STUDENT TEACHERS

Excellent teaching is compatible with a variety of personalities. We urge cooperating teachers to search for ways to affirm and enhance unique strengths and values represented by student teachers. Praise and encouragement are powerful incentives and we encourage you to look for those opportunities through conferences and informal conversations with student teachers. We believe that student teachers produce their best results with mentors who express faith in them and do not hesitate to praise and advise at appropriate times.

Supervision of student teachers always makes demands on the time and abilities of cooperating teachers. We also know that in almost all cases, student teachers are perceived by principals, cooperating teachers, and students as positive additions to the classroom. Our perception of some of those advantages is presented with more detail in a later section.

MODELING EFFECTIVE TEACHING

We want our student teachers to assume gradually increasing responsibilities until full immersion occurs in the latter part of the calendar assignment. A recommended schedule for cooperating teacher guidance is presented in a later section. At this point, we want to emphasize the need for student teachers to observe good teaching in addition to practicing it. In the early weeks, teaching should be shared by student and cooperating teacher. Two kinds of shared teaching are worth noting:

Turn Teaching: the cooperating and student teacher alternate teaching content. For example, the student teacher might teach two days consecutively followed by two days of teaching by the cooperating teacher, or vice versa;

Team Teaching: the cooperating and student teacher co-deliver instruction during the same period. Both are instructionally active during the same teaching episode. For example, one may do a lesson introduction while the other provides the closure. Or one may do the verbal instruction while the other coordinates and operates support activities like AV or assignment explanations.

We also recommend opportunities to observe other teachers. Such observations should be arranged and guided by the cooperating teacher. With increased immersion into full student teaching, the above activities will diminish, but should remain important as opportunities gained for initial good-teaching schemes and guided rehearsals in effective teaching.

PLANNING AND OTHER RESPONSIBILITIES

We want each student teacher to be comprehensively planned well in advance of content presentations. We are strongly persuaded that there is no one planning scheme, instructional technique, or package of materials that will insure teaching excellence. We tell our student teachers to heed the schemes desired by the cooperating teacher. The planning schemes, materials, and instructional techniques may be designated by the cooperating teacher, school principal, school system or a combination of those. Student teachers should then follow those guidelines. We also hope that student teachers will feel free to be creative in those areas, using outside resources, though always in communication with the cooperating teacher.

We do ask that our students submit acceptable lesson plans Friday morning, before school begins, for the following week. This provides the cooperating teacher time on Friday to become familiar with our students' plans.

St. Norbert College student teachers have had substantial reading and practice opportunities in various planning, motivation, and management designs. Paradigms advanced by consultants and researchers such as Glasser, Hunter, Canter, Bloom, Slavin, Johnson and Johnson, and others should be familiar. We also try not to impose certain recommendations and paradigms upon students with the sense that one or another represents the final truth or expertise applied to effective teaching. We believe in the power of being intelligent and well enough educated to know and have a variety of ideas and options related to various areas of classroom competence and confidence.

We recommend that student teachers be accorded opportunities to supervise corridor, playground, study hall, gymnasium, lunchroom, and various other curricular or extracurricular activities. Opportunities to create visual displays and teaching materials or devices are encouraged.

Opportunities to construct, administer, and score quizzes, tests, and a variety of assignments are also a very necessary part of student teaching. Taking attendance, scheduling certain activities, and doing other routines should become part of the student teacher's itinerary from early weeks onward.

COLLEGE SUPERVISION

We believe in the many advantages of attentive supervision from college supervisors. Various supervisors may operate in various ways. Some may prefer to schedule all observations in advance and others may combine scheduled with unannounced observations. We hope that each supervisor's style and preferences will be communicated to student and cooperating teachers clearly and early in the placement.

College supervisors generally prefer to observe a student teacher who is instructionally (and directly) involved with a large group of students--the entire class, for example. Viewing student teachers in tutorial or small group situations does not usually provide the kind of teaching action that college supervisors want to view and reflect on.

COLLEGE SUPERVISOR EVALUATIONS

Student teachers are carefully supervised by cooperating teachers and college supervisors in school classrooms during sophomore and senior year placements. Two written evaluations, one by the cooperating teacher and one by the college supervisor are submitted during their field placement.

The student teaching assignment occurs during the first or second semester of the senior year. College supervisors strive to make four supervisions per semester. During each supervision, college evaluators try to confer with both student and cooperating teachers. In addition to the cooperating teacher's two written reports, college supervisors are required to submit two personally composed evaluations of each student teacher supervised. The written evaluations of cooperating teachers and college supervisors become part of the student teacher's credential and employment folder.

Our college supervisors have two roles. One is to assess the growth of their student teacher. The second is to support the cooperating teacher as they nurture our students toward their highest potential.

COOPERATING TEACHER AND EVALUATION REPORTS

Your efforts as a continual observer and evaluator of student teacher growth are greatly appreciated by the St. Norbert College teacher education faculty. We hope that the evaluation forms are not unnecessarily burdensome.

As part of your cooperating teacher responsibilities, we ask for your careful submission of the following completed forms related to you and your student teacher:

1) The cooperating teacher honorarium form on which you provide the college with your name, home address, and social security number. Our Finance office must have this form so that your honorarium can be prepared and mailed at the end of the student teaching semester.

2) The single-page midterm report (found in the back of this book) is also available online at: <https://www.snc.edu/education/forms/formindex.html> under Cooperating Teacher Forms. This report should be mailed to the college supervisor (not to the director of field experience placements). Please share

this midterm report with your student teacher, and then submit it at the middle of the quarter--about the fifth or sixth week.

3) The final evaluation form. This final (original) summation of your recorded judgments can be submitted personally or mailed to the St. Norbert College Teacher Education Office, 100 Grant Street, De Pere, WI 54115, near the end of the student teacher's assignment with you. A copy of the final evaluation form should be mailed to the supervisor. A thorough conference with the student teacher about your final assessments and report contents is required. We urge cooperating teachers to allow students to read the evaluation contents. This form is also available online at: <https://www.snc.edu/education/forms/formindex.html> under Cooperating Teacher Forms. PLEASE BOOKMARK THIS PAGE FOR FUTURE REFERENCE.

We request submission of the final evaluation form before the student teacher leaves your school. This enables the college supervisor carefully to read appraisals and, if necessary, communicate with cooperating and student teacher while they are still together. Consultation with the college supervisor to determine when submission of final evaluation is preferred.

We also ask that the anecdotal comments on the final evaluation form be typed instead of handwritten. Copies of these forms are sent directly to Human Resource offices and school system interviewers. Forms that are typed make a more readable and attractive document.

GOAL STATEMENTS FOR TEACHER PREPARATION OF ST. NORBERT COLLEGE STUDENTS

All St. Norbert College students preparing for teaching certifications successfully complete liberal arts courses representing the major areas of Science, Social Sciences and The Humanities.

Students in teacher preparation are certified in at least one of three possible certification areas. They are Early Childhood-Middle Childhood (NK-6), Middle Childhood-Early Adolescence (1-9), and Early Adolescence-Adolescence (6-12).

Integrated into the four-year liberal arts degree program are the Education Discipline courses and various field experiences necessary for excellent teacher preparation and certification in Wisconsin. Major goals of these Education Discipline courses and field experiences are the following:

1. Competence and confidence in the fundamental knowledge bases that research and practice establishes as very crucial for successful classroom teaching. Elements of that knowledge base include foundations of psychology, sociology, philosophy, history, curriculum design, content methodology, instructional planning, effective pedagogy and assessment techniques pertaining to evaluation of various subject area masteries.

2. Understanding of concepts and recommended practices related to effectively teaching children with unique educational needs. This is accomplished through courses that examine reading and special education principles and issues.

3. Mastery of adolescent or children's literature, depending on certification level pursued.

4. Successful completion of all field experiences required of St. Norbert teacher education students. Every certification candidate must engage in classroom teaching practice during his/her sophomore and senior years. The sophomore "block" experience places teacher candidates in an assigned classroom for a five-week period. The senior student teaching experience places candidates in classroom assignments for an entire semester. Seniors follow the various calendars of the schools to which they are assigned.

Specific practice and mastery goals students must seek out or derive from field experiences include:

- Becoming familiar with a school or school system set of beliefs meant to guide and motivate all employees.
- Immersion into daily classroom schedules and routines including various school practices associated with attendance, monitoring, records, referrals, and other daily school and classroom events.
- Teaching small and large groups of students.
- Teaching in all content areas pertaining to certification.
- Planning lessons and units in all content areas.
- Demonstrating competence in all technologies associated with current educational practice.
- Teaching individual students in need of special help for reading skill improvement.
- Gradually assuming complete responsibility for all teaching and management routines throughout the day.
- Becoming familiar with school resource areas that assist instruction including AV, library, labs, and extra-curricular clubs that are extensions and enrichments of the academic curriculum.
- Becoming acquainted with textbooks, manuals, and related content area resources.
- Practicing recommended reading education concepts with primary, elementary, middle-level, and secondary students during the sophomore block and student teaching semesters. Special arrangements are made for students seeking middle/secondary certification to practice reading education concepts in the schools where they are placed during the sophomore clinical field experience (EDUC 250).

- Becoming familiar with various kinds of assistance for students with exceptional needs and participating in these classrooms whenever possible.
- Becoming familiar with various community resources that enrich the academic curriculum.
- Becoming familiar with resources in and beyond the school that assist and enrich emotional and social growth of students.
- Demonstrating visual display abilities to aid or enrich instruction including board and wall displays and other creative uses of classroom space and surfaces.
- Demonstrating mastery of quiz and test construction skills, administering and scoring quizzes and tests, returning and discussing them with students, and recording results.
- Assisting in report card preparations.
- Assisting in parent conferences and attending parent group meetings.
- Consulting students' cumulative folders for additional insights into student assessment, giving special notice to standardized test and report card assessments, and comparing such data with personal interpretations of student abilities.
- Tutoring individual students.
- Arranging for student-to-student tutoring.
- Searching for communication opportunities with students that extend beyond usual academic discourse.
- Seeking communication opportunities of a multicultural nature in and beyond the school.
- Initiating critical thinking and dialogue activities with small and large classroom groups.
- Initiating cooperative learning activities with student groups.
- Establishing rapport with professional peers and seeking a personal vision of excellence in classroom teaching, school participation, and community commitment.

Placements and Duration

St. Norbert College student teachers are placed in a variety of public and private schools. Preliminary classroom experiences begin with five-week "sophomore block" placements that serve as introduction to school and classroom cultures. These five-week placements also provide students and college faculty advisors with valuable assessment opportunities.

In the first or second semester of the senior year, students will complete an extended student teaching semester. Each student teacher will be assigned two cooperating teachers, one per quarter, nine to ten weeks in duration. We require student teachers to arrive at assigned schools for initial planning and inservice programs.

First semester student teachers will follow school system calendars including Christmas and New Years break. They return after Jan. 1 with cooperating teachers to complete the semester.

Second semester student teachers arrive at assigned school at the start of the school districts second semester, but remain beyond college commencement, following the school systems' calendar into late May or early June.

Immersion into Classroom Teaching

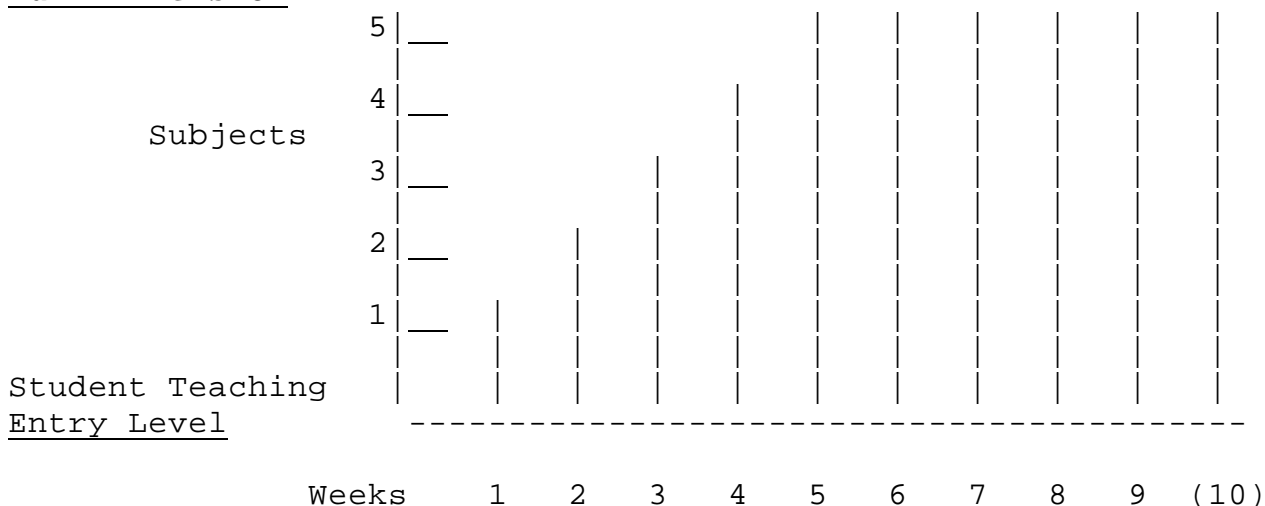
When student teachers arrive at assigned schools, cooperating teachers are requested to plan and communicate how various times and class responsibilities will be assumed by student teachers.

We also ask that a separate desk or work table be provided to student teachers. This is an essential and mutual need for student and cooperating teachers who each need the personal work and storage space that such an arrangement will provide.

First quarter student teachers, being less practiced and confident, may need to go a little more cautiously toward full immersion than second quarter student teachers. A brief visual chronology followed by a more extensive week-by-week syllabus should be helpful to cooperating and student teachers.

IMMERSION INTO CLASSROOM TEACHING

Student Teaching
Full Immersion



Student Teaching
Entry Level

Week One

- Observation of a few master teachers selected by the cooperating teacher
- Introduction to special program areas and classrooms, especially those that may be associated with the classroom assigned to the student teacher
- Observation by the student teacher of the cooperating teacher in various teaching episodes. The student teacher begins to learn about lesson and unit plan expectations
- Cooperating and student teacher come to mutual agreements about gradual immersion into full-day teaching. Plans for student teachers to begin teaching one subject area during the second week are discussed.

Other Activities for Week One

- Learn the students' names
- Take part in class discussion
- Bring materials pertaining to subjects begin studied
- Bring in a book or story to tell
- Teach a song
- Help individual children with their work
- Help distribute papers and materials to children
- Collect and keep records (library books, lunch money, permission slips)
- Help move the group in and out of the classroom
- Take attendance

- Prepare and duplicate instructional materials
- Operate audio-visual equipment

Week Two

Student teachers have completed plans for one curriculum area or class period and are ready to go. Intermittent episodes where presentations are made to one or more large pupil groups are appropriate. Some student teachers may have to be more vigorously coached into these responsibilities than others.

Preparations for more immersion during week three should be underway, such as selecting visual materials (filmstrips, films, illustrations, etc.) and assembling other materials. Also taking over 2-3 subject areas is underway for week three.

Selected observations of master teachers may still occur. Conferences with support professionals (school psychologist, social worker, and various special need teachers) may be valuable student teacher activities.

By the end of week two, student and cooperating teachers should have arrived at clear agreement about the nature of increasing responsibilities through the following weeks.

Week Three

- Large group teaching time increases to two-three subjects or class periods.
- Student teachers are looking at various extracurricular activities and pondering whether they can contribute in some way; i. e., clubs, rehearsals, athletics.
- Various daily routines have been completely shifted to student teachers.
- A mutual journal for notes by both cooperating and student teachers might be underway. On one side, the cooperating teacher records praises and criticisms. On the opposite side, the student teacher responds with self-evaluation and various ideas.

Week Four

Immersion of student teacher into morning/afternoon large group teaching responsibilities continues. Cooperating teachers may begin to leave the immediate classroom for more extended time periods. Conferencing continues on a daily basis.

Teaching 75% of day are underway.

Cooperating teachers may review the midterm evaluation form that will be completed within a week or

two, shared with student teachers, then submitted to the college supervisor.

Week Five

Immersion accelerates. Student teachers are teaching large groups in all content areas each day. Complete responsibility for content periods has shifted to student teachers.

Student teachers need reminders to keep records current. This means checking homework, following up on missed or late student assignments, preparing and scoring quizzes and tests, changing visual displays to accommodate new learning themes or approaching holidays, and more.

Daily conferencing with student teachers should continue. Use of notes (or mutual journal) by student and cooperating teachers may provide substance and clarity to the conferences.

Perhaps arrangements for a 20 or 30 minute videotaped teaching episode can be arranged.

Cooperating teachers are preparing to complete the midterm evaluation form and discuss assessments with student teachers.

Week Six

Student teachers are teaching entire mornings and afternoons.

Cooperating teachers are staying out of classrooms for longer periods so that the sense of being responsible ("being in charge") is powerfully felt by student teachers.

Engagement in extracurricular activities, within assigned schools, by student teachers may be underway.

The midterm evaluation has been completed, discussed with the student teacher, and submitted to the college supervisor, in person or by mail.

Week Seven

Students are engaged in full morning and afternoon immersion. The college supervisor is willing to offer insights into these final weeks. Individual situations may dictate certain variations from placement to placement.

Cooperating teachers are previewing evaluation items on the final report. This will be completed, discussed with student teachers, and submitted to the college supervisor about the end of the ninth week.

Week Eight

Student teachers are immersed in morning and afternoon teaching activities. Cooperating teachers are allowing student teachers to be in the classrooms for extended periods without direct supervision.

Perhaps a second 20 or 30 minute videotape is made and critiqued by student and cooperating teacher.

Cooperating teachers are working on the final evaluation for submission to the college supervisor.

Week Nine

Student teacher continues to be fully responsible for the entire day. Cooperating teachers should be completing the final evaluation forms. Discussion with student teachers and college supervisors about critiques should be occurring. The final evaluation should be submitted to the college supervisor.

Dialogue between student and cooperating teacher related to departures and final work to complete is occurring.

Week Ten

Cooperating teachers have already completed, discussed and submitted final evaluation reports to college supervisors.

Arrangements for student teacher departure from the assigned school are mutually understood by student and cooperating teachers. The student teacher remains present and active in the school for the final five days.

ON-CAMPUS STUDENT TEACHER SEMINARS

All student teachers are required to attend and participate in weekly seminars conducted on the college campus on Monday or Tuesday afternoons from 3:30 - 4:45 p.m. This will require student teachers to make special arrangements to leave early on seminar class days. Because visiting lecturers are present for these seminars, it is absolutely necessary that students be on time.

The main purposes of these seminars are threefold. It is a dependable opportunity for student teachers and college supervisors to keep each other current on events and progress in student teacher growth and various needs. Convenient opportunities for college supervisors to schedule in-classroom observations and evaluations exist at the seminar meeting times.

The weekly seminars also offer an excellent opportunity for student teachers and their supervisors to conduct high quality, critical, creative, and reflective discourse activities with each other. The opportunity for this kind of discourse among student teachers is a precious one and has special importance in alerting individual student teachers and college supervisors about questions, issues, and growth opportunities occurring in various classrooms.

A third important aspect of the afternoon seminar programs is the need to teach or reemphasize certain important content areas recommended in Department of Public Instruction program evaluations.

Often, off-campus professionals with employment expertise in specific areas are brought in to speak and conduct discussions on specific topics. The topics include:

- 1) Analysis of community forces in the lives of elementary and secondary youth.
- 2) Teacher consciousness and concern for suicide and sexual abuse realities among elementary and secondary youth.
- 3) Issues, descriptions, and recommendations applied to youth populations classified as "at risk."
- 4) School system employment screening and on-going evaluation of teachers and teaching position candidates.
- 5) Peer professionalism, networks, membership in professional organizations, and additional criteria for professional behavior.
- 6) Students, teachers, schools and civil law.
- 7) Creating resumes and credentials folders.

Attendance at all of these seminars is a strict college and DPI requirement. Student teachers are aware of this. Permission to miss an afternoon seminar is given by the college supervisor only to accommodate very extenuating situations.

It should also be added that cooperating teachers are welcome to attend any one or more of the various seminar programs if they wish. A calendar of seminar events is made available to each student teacher early in the semester.

CRUCIAL STUDENT TEACHER COMPETENCIES

Student teaching is a powerful experience for the student teacher, cooperating teacher, classroom students, and college supervisor. Student teachers need to identify essential curriculum knowledge and teaching skills and incorporate these into a developing personal style.

Evaluation of this development is a continuing process. It is essential for student teachers and evaluators to observe and analyze progress. The following descriptions may be very helpful as ongoing growth and assessment standards for student teachers. How competent is the student teacher? Is growth toward competence occurring? Here are a few criteria:

1) The student teacher is **UNDERSTANDING AND FRIENDLY**. Qualities of tact and empathy for students are apparent or becoming so. The student teacher finds good things to say about students and listens receptively to student viewpoints.

2) The student teacher is **PLANNED AND ORGANIZED**. Evidence of advanced and thorough planning is always apparent. Objectives are clearly discernible and needed materials are well prepared and ready in advance. Consistency is apparent. The class knows what is expected. Good records are begun and maintained.

3) The student teacher is **STIMULATING AND IMAGINATIVE**. Qualities of originality are apparent. Student initiative is encouraged. Direct instruction to large and smaller groups is interesting (animated and enthusiastic). The interest of students is planned and sought.

4) The student teacher is **SELF-CONFIDENT**. Seeing oneself as liked, worthy, and able to do good work are signs of self-confidence. The student teacher speaks confidently and is poised in relations with students and other adult professionals. The student teacher shows initiative and accepts occasional mistakes and criticisms graciously.

5) The student teacher demonstrates **MASTERY OF CURRICULUM CONTENT**. Recognition of the essential concepts and generalizations in the content is apparent. Class presentations allocate appropriate time to essential and less essential content. Content is organized and presented in cross-curricular contexts; i.e. subjects are related to each other.

6) The student teacher **COMMUNICATES** effectively. Perceptions of students are sought and openly received. Presentations match various levels of student understanding. Examples during instruction are appropriate to age groups and ability levels. Media and technology are used effectively. Vocal and verbal abilities are strong and literate.

7) The student teacher generates rational and creative **CLASSROOM DISCOURSE**. Students are encouraged to go beyond fact recall to higher-level thinking operations. Open-ended questions are asked. The student teacher models knowledge as dynamic and able to accommodate various opinions and solutions. Fact and concept applications and evaluations are encouraged in discourse, assignments, and tests.

8) The student teacher models **CRITICAL THINKING AND LOGICAL OPERATIONS**. The question of why certain facts, concepts, and principles may be pertinent is frequently asked. Careful defining of terms, care in use of inferences, examination of evidence, and distinctions between opinions, assumptions, and careful conclusions are modeled and taught.

Student teacher mastery of the above qualities as they can be applied to various age and ability levels should be viewed as certification necessities. Increased competence and confidence in all of the above can occur through observing cooperating teachers while they instruct and by listening to their recommendations during conferences. Observing in other classrooms and dialoging with those teachers will increase various student teacher masteries.

STUDENT TEACHER OBSERVATION AND EVALUATION

The following notes may facilitate cooperating teacher observations and evaluation of student teachers.

SELF-CONFIDENCE AND INITIATIVE - Is the student teacher advancing toward greater professional poise and self-confidence? Evidence of enthusiasm and initiative? Evidence of increasing ability to self-evaluate and improve? Receptive to positive criticism? Growing alertness to various kinds of classroom events and student actions? Dependable, prompt, hard-working, and emotionally stable?

INTERACTION WITH STUDENTS AND FACULTY - Empathic, patient, respectful, open, direct, courteous, sincere, and honest with students and professional staff and peers? Listens carefully? Compliments and praises students appropriately? Can participate under the direction of others? Can offer leadership where appropriate?

PLANNING AND ORGANIZATION - Knows good lesson and unit plan models? Prepares lessons and units sufficiently in advance of classroom presentation? Goals/objectives are clear, realistic, and flexible? Records, grades, and other clerical duties are completed accurately and promptly? Various deadlines related to classroom and general school schedules are accomplished? Can plan well individually and cooperatively?

ABILITY TO MOTIVATE THINKING AND LEARNING - Demonstrates abilities related to gaining and sustaining student attention and interest? Is often animated and enthusiastic with student groups and individual students? Uses various techniques and materials that increase teaching effectiveness? Reinforces achievement? Can provide assignment options to students? Exercises high quality leadership? Does not depend on coercion for student direction?

CLASSROOM MANAGEMENT - Is effective in vocal directions? Is attentive to ongoing group and individual events? Can make management statements firmly, but without appearing angry? Uses effective movement, gestures, and facial expressions to manage and structure classroom events? Has a consistent and rational set of classroom conduct rules that operate for the good of all? Is sincere in requiring student attention to school rules? Is respectful to students in all management situations?

SUBJECT-MATTER COMPETENCY AND CLASSROOM DISCOURSE - A literate communicator? Confident and accurate in various curriculum content areas? Good background knowledge in content areas? Explains concepts effectively? Generates good recitation and discussion? Generates critical thinking through assignments and discussions? Interrelates content areas? Searches and experiments with cooperative learning and thinking in classrooms?

COMMUNICATION SKILLS - Has good vocal quality habits (volume, clarity, pace, inflection, and pronunciation)? Is competent and confident with audio-visual technology? Is competent and confident with computer technology? Communicates in writing or machine printing effectively? Teaches content at levels of student comprehension? Can present content in various effective alternative and creative ways? Gives directions effectively?