

UNIVERSITY OF CENTRAL OKLAHOMA



STUDENT TEACHING HANDBOOK

Fall 2019

College of Education and Professional Studies
Teacher Education Services
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Spring 2019 STUDENT TEACHING

Date	Event	Place	Time
August 12	Student Teaching Orientation	EDU 101 & 102	8:00-5:00
September 6 & 13	Contemporary Issues	TBA	8:00-5:00
Beginning with Mentor's August/Fall report date.	Student Teaching Begins	Communicate with your mentor about report times.	
**September 20	Touchback Afternoon	You should get an email from your program coordinator.	2:00-4:00
September 19	PPAT Task One is Due		
October 17	PPAT Tasks 2 & 3 are due.		
October 17-18	UCO Fall Break		
**November 8	Touchback Afternoon	Scheduled by your program coordinator.	2:00-4:00
December 9	Honoring a Noble Profession	Grand Ballrooms	8:00-4:00
December 13 & 14 depending on your major	GRADUATION!!! 	Hamilton Field House	Please check time and date for your specific college
Mentor's August report date through December 11	Full-Block Student Teaching	Elementary and Secondary Ed Majors	
Mentor's August report date – Oct. 11	Block One	Early Childhood Education, Special Education and all PK-12 Education Majors	
Oct. 14-December 11	Block Two		

STUDENT TEACHING GUIDELINES

UCO student teachers will:

PRACTICE REFLECTION

1. Approach student teaching as a full-time job.
2. Maintain punctual and daily attendance. Teacher candidates will follow the school's schedule regarding holidays, break time, and other calendar requirements.
3. Dress in attire that reflects a professional demeanor. Teacher candidates should avoid dressing in the same manner as the students. They should not wear jeans, shorts, or sweats except for special circumstances or events.
4. Monitor own progress in choices and actions representing professional behaviors.

PRACTICE RESPONSIVENESS

5. Develop cooperative relationships and strive for maximum learning while developing competence and confidence.
6. Be flexible and helpful.
7. Be open to and expect constructive feedback.
8. Comply with local school rules, guidelines, policies, and procedures.
9. Be responsible, reliable, and trustworthy.
10. Maintain a professional relationship with the students, staff, and administrators. Teacher candidates should expect their students to address them as "Mr., Mrs., or Ms." and discourage the use of first names.
11. Exhibit professional and ethical behavior; this is standard behavior for all students. Teacher candidates should refrain from discussing any student, teacher, or school in a negative way. Problems or issues may be discussed at an appropriate time with the university supervisor and/or the Coordinator of Clinical Experiences or the Director of Teacher Education Services.
12. Speak using appropriate and grammatically correct English and write in a professional manner.

PRACTICE RESOURCEFULNESS

13. Integrate into teaching duties and participation in class instruction.
14. Assume additional teaching responsibilities and write lesson plans for each lesson which you prepared and taught. **(You must have a lesson plan ready to give your supervisor upon each visit.)**
15. Assume full-time teaching responsibilities according to the plan set up with your supervisor.
16. Contribute in a variety of ways with the exclusion of substitute teaching. Teacher candidates should not serve as substitutes or coaches during the regular school day.
17. Upload all tasks and absences into D2L in a timely manner.
18. Assume full teaching responsibilities during the solo teaching weeks.



Note: **Your attendance at Touchback Afternoons is required.** Your mentor teacher will be notified that you will not be at your school site that afternoon. When planning your teaching activities/unit please remember to take these dates into consideration. TES does not coordinate this time back at campus. You should be contacted by your program coordinator.

Important Dates

Our Expectations

Student teaching is the culminating experience of your undergraduate teacher education preparation. It is the time when you make the transition from being a student of teacher education to a being a teacher of students. While you are student teaching you will assume the same responsibilities, expectations and duties of your mentor teacher. In other words, it is your official entrance into the teaching profession. As a teacher candidate you are expected to uphold the highest ethical and professional standards of the teaching profession. And, you are expected to represent the high quality of educators for which the University of Central Oklahoma is known.

Attendance/Absences

As a teacher candidate you are expected to follow the same professional standards as your mentor teacher. Your punctual attendance every day is expected. Your mentor teacher is depending on you to be present every day, as are your students. However, there may be a time when you are ill and physically unable to attend the duties and responsibilities of your student teaching. If you have an illness that is contagious, we don't want you to spread those germs to your mentor teacher or your students. Two days of student teaching may be missed ***due to illness or family emergency*** without penalty; additional days must be made up at the end of the student teaching experience. These two days are not to be considered "free days". They are available ONLY if you are ill or have a family emergency and are not able to attend. **These are not days to run errands or go on vacation.** You must contact your supervisor and mentor teacher as soon as you realize that you are not able to go to school. Every day of your student teaching is an invaluable experience which you will not want to miss. We expect most of our teacher candidates to have 100% attendance. ****Note: Due to scheduling problems from time to time with regards to the OPTE and OSATS, we will allow you to use one of your sick days for testing.**

Dress Code

The University of Central Oklahoma expects you to represent your college as a professional educator. Appropriate dress is determined to be a part of the standards of professionalism and demeanor. Remember, you are now the

teacher, not the student. You are a role model for your students and must act accordingly in all you do; this is first noticed by your students in the manner in which you dress.

T-shirts, shorts, jeans, sweat pants, short skirts, tank tops, plunging necklines or shirts with inappropriate words or language, or inferences should not be worn. On special occasions, such as an all school "Spirit Day," jeans and a school t-shirt may be worn; however your jeans should be considered "nice jeans" without holes, not your everyday comfy jeans. Remember, you are a professional and should dress with the motto "*Dress for Success*". Physical educators who are teaching in a gymnasium or outdoor setting should wear professional attire appropriate for the setting.

Weapons/Alcohol/Tobacco/Drugs

Leave them at home! In the state of Oklahoma it is unlawful for **anyone** to have in his/her possession any type of weapon on public school grounds, this includes your car. It is also illegal to use and/or distribute tobacco and alcohol on public school grounds; in your car in the parking lot is still considered school grounds. It is also unlawful to possess, use, or distribute controlled dangerous substances (drugs) while on school grounds. These activities are not only unprofessional, but they are illegal as well. All of them!

Attitude/Demeanor/Dispositions

In order to be an effective teacher you must have a positive attitude and demonstrate an enthusiasm for the tasks and responsibilities associated with your student teaching. Your attitude is one of the first things, and the most lasting thing, people will remember about you. Principals continually tell us that they are quick to hire teachers with a positive attitude and encouraging demeanor. The UCO Assessment of Dispositions Inventory (ADI) can be found on the Student Teaching Website. The ADI identifies characteristics that have associated with effective teaching. We encourage you to carefully review this self-assessment tool and use it to help identify areas of strengths and opportunities for growth.

Teaching is not done in isolation---well developed people and relationship skills are a necessity. Begin on day one developing a working relationship with your mentor teacher; this will help you to be more effective in working with the students in his/her class. Please remember that you are a guest in your mentor teacher's classroom. Although there will be times that you are "in-charge," it's important to remember that ultimately the classroom belongs to your mentor teacher.

Grading

Although most of the student teaching experience occurs off the campus of the University of Central Oklahoma, it is still considered a university class (PTE 48_8) and has requirements which must be met. An official copy of the syllabus can be found on the Student Teaching Website.

A grade of **pass, fail or incomplete** will be assigned by the coordinator of clinical experiences at the end of the semester. In order to receive a passing grade all requirements of the class must be met. Requirements include

1. Following the attendance policy stated earlier
2. Consistently displaying dispositions that reflect professionalism (see ADI)
3. Completing all requirements of the PPAT in a timely and professional level that is consistent with the standards of an emerging professional educator. (see directions and rubric on the Student Teaching Website)

4. Passing all assessments associated with student teaching (see list below)
5. Attending Professional Assessment Day/Honoring a Noble Profession on December 9, 2019 even if you have been “released” early.
6. Completing and passing all assignments for D2L and submitting this for final review.
7. Fulfilling all responsibilities and duties that have been assigned by the mentor teacher and/or university supervisor.
8. Make sure you are cleared through Jace Knox for D2L.

Refer to the syllabus (found on-line) for a more detailed discussion of the mentor teacher and university supervisor’s role in the assignment of the final grade.

Formal Assessment Instruments

There are several formal assessment instruments that are used to determine your progress. Through the PPAT you will have the opportunity to demonstrate your content knowledge, teaching skills and professional dispositions. There are three individual tasks of the PPAT that will be required during your internship. Each of these can be reviewed by your mentor teacher and supervisor and formally assessed by your university supervisor.

In addition, your mentor teacher will complete a mid-term assessment, and a final assessment will be completed by both your mentor and supervisor regarding your student teaching performance. These instruments can be found on the Student Teaching Web-Site or on D2L. The following majors will have discipline specific assessments completed by their mentor teacher and university supervisor.

- Art Education
- Elementary/ Early Childhood Education/ Special Education
- English Education
- Physical Education/Health
- Science Education/Math Education
- Social Studies/History Education

The InTASC Model Core Teaching Standards (2011)

The Learner and Learning

- **Standard #1: Learner Development**
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

- **Standard #4: Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

- **Standard #6: Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

- **Standard #9: Professional Learning and Ethical Practice**
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration**
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals.

Brief Overview of the PPAT

This is the culminating project of your student teaching experience and demonstrates your ability to design, plan and deliver a unit of study as well as assess its effectiveness through student learning outcomes. There are three distinct tasks that will be required. Directions for each of the elements as well as their rubrics can be found on the Student Teaching Website. Each element must be uploaded to the appropriate place in your D2L.

TASK SUBMISSION

Task One Deadline *September 19, 2019

Task Two Deadline *October 17, 2019

Task Three Deadline *October 17, 2019

*Each of the tasks is due by 2 p.m. on the date indicated

Also, Early Childhood majors will need to discuss timelines for the Project Approach with their supervisors.

STUDENT TEACHER RESPONSIBILITIES

Full Block Placements

Week 1 – 3

Student Teaching Orientation August 12 at UCO (EDU 101 and 102).

Week 1-3

- _____ Show your mentor the student teaching website where the mentor handbook can be found.
- _____ Complete the **Student Teaching Weekly Schedule**.*
- _____ By the end of week one learn the students' names and the classroom routine.
- _____ Meet with university supervisor (Initial Visit). It is preferred that the mentor is included in this visit.
- _____ As soon as possible, work with the students, including the planning and co-teaching of selected subjects. Observe other teachers as appropriate.
- _____ Research and complete **Task One of the PPAT**. Discuss with mentor and supervisor.
- _____ Upload **Task One to D2L for Supervisor Assessment by September 19, 2019**.
- _____ **September 6 Contemporary Issues**

Week 4 - 8

- _____ **September 13 Contemporary Issues**
- _____ **September 20 Touchback Afternoon—2:00-4:00 Attendance is required.** (Touchback may change. Your program coordinator will keep you posted.)
- _____ **Discuss with your supervisor regarding PPAT teaching options.**
- _____ Continue to co-teach and participate in class instruction.
- _____ Plan for and co-teach certain subjects and for extended periods of time.
- _____ Use a variety of Co-Teaching Strategies.
- _____ Discuss or begin your two-week solo teaching.
- _____ Complete **tasks 2 and 3 as due**. Discuss with the mentor teacher and supervisor.

Week 9 - 11

- _____ **November 8 -Touchback Afternoon at UCO (2-4) (Attendance required).** (Touchback may change. Your program coordinator will keep you posted.)
- _____ Assume additional teaching responsibilities in addition to co-planning for certain subjects and/or teaching for extended periods of time. Use more Co-Teaching Strategies.
- _____ Complete **tasks as assigned. Tasks 2 & 3 are due no later than October 17.** Discuss with the mentor and supervisor.
- _____ Upload tasks to D2L for supervisor assessment according to the due dates.
- _____ Meet with mentor and supervisor to discuss *Mid-Term Progress Report*.*
- _____ Possibly meet with university supervisor.

Week 12 - 14

- _____ Continue co-teaching responsibilities.
- _____ Reflect, reflect, reflect.
- _____ Continue to co-teach, observe in other classrooms, monitor and adjust, and reflect on feedback.
- _____ Possibly meet with university supervisor.

Week 15 - 16

- _____ Make sure everything is completed in D2L. **Jace will send out all final assessments. You must complete this to get a grade for student teaching.**
- _____ Your two week solo unit and your PPAT tasks should be completed. Continue with co-teaching.
- _____ Possibly meet with your university supervisor.

December 9, 2019

- _____ Honoring a Noble Profession and Professional Assessment Day 8:00-4:00 Ballrooms in the Nigh

****LAST DAY TO STUDENT TEACH IS December 11****

STUDENT TEACHER RESPONSIBILITIES

Split Block

Block One Placement

Beginning

Student Teaching Orientation August 12 in EDU 101 and 102

Week 1 - 3

- _____ Show your mentor the student teaching website where the mentor handbook can be found.
- _____ Complete the **Student Teaching Weekly Schedule**.*
- _____ By the end of week 1 learn the students' names and the classroom routine.
- _____ Meet with university supervisor (Initial Visit). It is preferred that your mentor is included.
- _____ As soon as possible, work with the students including co-planning and co-teaching of selected subjects. Observe other teachers as appropriate.
- _____ Research and complete **task one**. Discuss with mentor and supervisor.
- _____ Upload **task one to D2L** for assessment no later than September 19.
- _____ **September 6---Contemporary Issues**

Week 4 - 8

- _____ **September 13—Contemporary Issues**
- _____ **September 20-Touchback Afternoon at UCO (2-4) (Attendance required). Task One is due September 19**(Touchback may change. Your program coordinator will keep you posted.)
- _____ Make sure your PPAT tasks 2 & 3 are uploaded into D2L by October 17, 2019
- _____ Integrate more and more into teaching duties and participate in class instruction.

- _____ Co-plan for and co-teach certain subjects for extended periods of time. (Use a variety of co-teaching strategies.)
- _____ This may be a time for your solo teaching. Discuss options with mentor and supervisor.
- _____ Assume full-time teaching responsibilities in addition to planning for certain subjects and/or teaching for extended periods of time.
- _____ Make careful notes for your reflection.
- _____ Review data.
- _____ Meet with mentor and university supervisor to discuss *Mid – Term Progress Report*.*
- _____ The Mid-Term will be sent out by Jace Knox to your mentor’s email. If he or she does not receive this, please contact Jace at jknox3@uco.edu.

STUDENT TEACHER RESPONSIBILITIES

Split Block

Block Two Placement

Week 9 - 11

- _____ **November 8 -Touchback Afternoon at UCO (2-4) (Attendance required).** (Touchback afternoon may change. Your program coordinator will keep you posted.)
- _____ Show your mentor the student teaching website where the mentor handbook can be found.
- _____ Complete the **Student Teaching Weekly Schedule**.*
- _____ By the end of the 9th week, learn the students’ names and the classroom routine.
- _____ Meet with your university supervisor and mentor teacher (Introduction).
- _____ Integrate into teacher duties and participate in classroom instruction.
- _____ As soon as possible work with the students, including co-planning and co-teaching of selected subjects. Observe other teachers as appropriate.
- _____ Design with your mentor structured lesson plans.
- _____ Upon approval of mentor teacher and supervisor, present instruction according to your plan.
- _____ Possibly meet with university supervisor.

Week 12 - 14

- _____ **Jace will send out the final assessments to you, your mentor and supervisor.**
- _____ Continue with co-teaching responsibilities and participate in classroom instruction.
- _____ Co-plan and co-teach certain subjects for extended periods of time.
- _____ Continue to develop structured lesson plans and deliver instruction.

Week 15 - 16

- _____ Continue with co-teaching responsibilities.
- _____ Meet with Mentor and University Supervisor and discuss progress.
- _____ Make sure everything is completed in D2L

December 9, 2019 Professional Assessment Day/Honoring a Noble Profession—8:00-4:00—Grand Ballrooms in the NIGH

****LAST DAY TO STUDENT TEACH IS December 11, 2019****

Co-Teaching Strategies & Examples

Strategy	Definition/Example
<i>One Teach, One Observe</i>	<p><i>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation - where the teacher doing the observation is observing specific behaviors.</i></p> <p>Examples: One teacher can observe for: specific types of questions asked by instructing teacher; teacher movement; charting student participation; specific on-task behaviors; specific group interactions.</p> <p>Tip: When observing collect data/evidence. Observation is not intended to make judgments, but to provide data on what is happening in the classroom and allow that information to impact future lessons.</p>
<i>One Teach, One Assist</i>	<p><i>An extension of One Teach, One Observe - one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</i></p> <p>Examples: While one teacher has the instructional lead, the teacher assisting may ask clarifying questions, provide additional examples or be the "voice" for the students who don't understand or are hesitant to share. As teacher candidates lead their first whole group lesson, the CT can be responsible for overseeing classroom management - allowing the TC to focus on pacing, questioning strategies, assessment, movement, etc.</p> <p>Tip: This strategy supports classroom management as students get their questions answered faster and behavior problems are addressed without stopping instruction. Pairs often identify a signal (standing under the clock) that allows for a quick conversation or opportunity to discuss something without the CT interrupting the lesson.</p>
<i>Station Teaching</i>	<p><i>The co-teaching pair divides the instructional content into parts - each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station - often an independent station will be used along with the teacher led stations.</i></p> <p>Examples: If co-teaching pairs were doing a literacy lesson they could divide into 3 stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station viewing a specimen/sample under the microscope (magnifying glass), another station has students diagramming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting.</p> <p>Tips: Stations cannot be hierarchical students must be able to start at any station. This is an excellent way to have student working in smaller groups; allow the TC the opportunity to build their confidence while teaching a mini-lesson multiple times; and keep the cooperating teacher actively engaged with students. Other adults (Paraprofessionals, Special Educators, Title I teachers) can also lead stations. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>
<i>Parallel Teaching</i>	<p><i>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</i></p> <p>Examples: After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For an elementary math lesson students are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems.</p> <p>Tips: Place students facing their teacher with backs to the other teacher/group to reduce distractions. When teacher candidates view the CT timing and pacing can be supported as they learn. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>

<p>Supplemental Teaching</p>	<p><i>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.</i></p> <p>Examples: Using the results from an math exam students are divided into two groups, one smaller group that didn't meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however these students will build on the same concepts and complete additional math problems.</p> <p>Tips: Groupings are based on need identified from a specific exam or assessment. Both teachers should work with all students throughout the experience, making sure that one teacher (TC or CT) doesn't always work with the students who are struggling and/or need extensions. Group make-up is always changing.</p>
<p>Alternative or Differentiated</p>	<p><i>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</i></p> <p>Examples: When doing a lesson on predicting students will take clues from what they have read so far to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred so far in the story - putting each event on a white board. Based on those significant events the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with his/her group, the students predict by connecting the specific items pulled out of the bag with the story (Shiloh - dirty dog collar, \$20 bill, moldy cheese, etc.).</p> <p>Tips: A great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as student should achieve the same objective but arriving there using different methods.</p>
<p>Team Teaching</p>	<p><i>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader - as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</i></p> <p>Examples: Both instructors can share the reading of a story or text so that the students are hearing two voices. The cooperating teacher may begin a lesson discussing specific events; the TC may then share a map or picture showing specifics of the event.</p> <p>Tips: Often pairs will begin the experience by team teaching a lesson, providing "fact time" in front of the classroom for the teacher candidate - this is much more scripted and staged, but does provide an opportunity for the students to view the teacher candidate as a "real" teacher. Team teaching takes intense planning, but the longer pairs work together the less time it takes as they know what each other is going to contribute.</p>

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