



Knapp Hall Classroom

Student Teaching Handbook Fall 2022

*Education Studies Program
Berea College
Berea, KY 40404
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STUDENT INFORMATION

POLICIES

The following guidelines reflect both Berea College Teacher Education Program policies and the Kentucky Administrative Regulations related to the student teaching term. These policies are intended to ensure the potential for success to every candidate.

Transporting Pupils

Transportation of pupils to and from school to school events, field trips, or other activities shall **not** be provided in the automobiles belonging to, or driven by, student teachers as part of the student teaching.

Remuneration while Student Teaching

No student teacher may receive monetary compensation for any classroom instruction or for performing any other duties which are a part of an assigned student teaching experience. This includes tutoring for pay of students in assigned classes so as to avoid conflicts of interest. Students are also not allowed to substitute teach. During the absence of the cooperating teacher, the student teacher may not serve as a substitute teacher. The student teacher is permitted to assume teaching responsibilities only when the cooperating teacher or a qualified substitute teacher is present in the classroom.

Attendance

Student teachers are required to follow the calendar of the school in which they are student teaching. This includes professional days and holidays. Student teachers are required by the Commonwealth of Kentucky to complete a minimum of 70 days of full time student teaching, but it is up to the student teaching supervisor's discretion to increase the amount of days required if deemed necessary.

Student teachers should ask when the cooperating teacher arrives and leaves and plan to follow his/her schedule. Punctuality is extremely important to success as a student teacher. Student teachers should arrive early enough to review the lessons of the day and remain at school until the cooperating teacher has sufficiently reviewed the current instructional day and the plans for the next day. Being late is unprofessional; being late habitually may be grounds for dismissal from student teaching.

Student teachers should participate in extracurricular activities, attend PTA meetings, attend a School Board session, go to school programs, and sit in on IEP meetings given the opportunity. Student teachers should demonstrate initiative and take advantage of every opportunity to learn more about schools. Student teachers may be expected to attend and participate in all activities of the cooperating teacher,

In case of absences, student teachers must email/call the cooperating teacher, college supervisor, and the school office. When possible, student teachers should inform all the evening before the absence. In case of an emergency absence, student teachers should notify the cooperating teacher and college supervisor immediately. All missed days must be made up.

Grounds for Termination

The following constitute grounds for withdrawal and termination of a Candidate from Student Teaching and the Teacher Certification Program at Berea College: failure to comply with the *Kentucky Code of Ethics*; false reporting of attendance and activities at the school location or excessive absences; conduct at the school that would warrant suspension or termination of an employee by the school district where the candidate is placed or an inability to accomplish work expectations related to student teaching. Inappropriate behavior concerning relationships with students is also grounds for termination. Please refer to the *Professional Behaviors* section of this document but pay especially close attention to the *Professional Relationships with Students in the*

Classroom piece. If a student teaching assignment is terminated as a result of an unsuccessful student teaching experience, the student teacher will not be given an option to begin a second assignment during the same semester. A student whose student teaching assignment is terminated may be allowed to retake the course. However, the student must reapply for admission to the student teaching program, and the circumstances concerning the termination will be considered at that time by the Teacher Preparation Accountability Committee. Remediation in terms of additional coursework, field experiences, and work with children, etc., may be required.

Labor Assignments & Berea Extracurricular Activities

By agreement with the Labor Office, there is no required labor obligation for student teachers during the student teaching term. Student teachers who choose to work in a secondary position may select a zero to five or a zero to ten contract as long as their work does not interfere with their professional responsibilities and this assignment will be in the school in which you are student teaching. Any other secondary labor assignments must be approved by the Education Studies Chair. Participation in collegiate extracurricular activities must not interfere in any way with the performance of the student teacher's teaching and other professional obligations.

On Campus Housing and Meal Plan

Student teachers living on campus must arrange with the college food service to be charged only for the dinner meal; if they choose to purchase the noonday meal at their school, they must pay for it themselves.

Travel Reimbursement

The College reimburses student teachers who drive to their school assignment using their own vehicle. The driver's own insurance is primary; a college policy provides secondary coverage. The current rate of reimbursement is .40 and no reimbursement is allowed if student teaching at Berea Community.

Seminar

Student teaching seminars will meet one evening each week for two hours. Specific times, location, and day will vary according to instructor. Part of each seminar will be used to address topics such as assessment, classroom management, legal aspects of teaching, the Exit Portfolio, etc.

Teaching materials fund

The First Christian Church of Berea has established a fund to reimburse student teachers for consumable teaching materials that are not available either through the school or the EDS Program but are integral to the teaching of a particular lesson or unit. The student teacher may be reimbursed up to \$50.00 or as funds allow. Please see Lisa Rosenbarker prior to purchasing materials because pre-permission is required.

Convocations

Student teachers graduating after student teaching and at the end of their ninth term are not required to attend convocations in the eighth term. If the student has to come back after student teaching and are going to graduate after their tenth term, they are required to go to convocations in their eighth term but not in their tenth term. Student teachers are never required to attend convocations in the term in which they student teach.

PROFESSIONAL BEHAVIORS

Professionalism in Teaching

Student teachers must abide by the *Code of Ethics for Kentucky Educators*; any breach of this code may result in withdrawal from student teaching. Student teachers must become familiar with their school's policies regarding social media, confidentiality, and electronic devices.

Professionalism in Appearance and Attire

At the initial school visit, the student teacher should inquire about the dress code for the cooperating school and the school district and should comply at all times with the school/district dress code. Any clothing that is distracting to students is inappropriate in a school setting.

Professionalism in Language

Throughout the Teacher Preparation Program at Berea College, students have been encouraged to use the language of schools (i.e. Standard English, and to avoid colloquialisms, and slang) in the professional school setting. Although we honor local speech patterns, including regional dialects, it is expected that Student teachers will use Standard English in schools as role models for students. Student teachers that feel that they are not accepted because of speech patterns should consult their college supervisor for advice.

Professionalism in Behavior

Behavior says a great deal about us as teachers and as persons. Students, parents, other teachers, and school personnel will view and form opinions regarding professionalism based not only on dress and communication, but also on behavior in *all* situations. Teachers must offer appropriate and mature behavior that students may model. Teachers have an educational and ethical responsibility to their students.

Confidentiality

Discussion of school personalities and problems out of context is unprofessional. It is critical that student teachers follow district and school confidentiality guidelines. Discussing school matters with pupils, peers, or in a general college classroom, or to divulge confidential information is unwise and in very poor taste--and can make you legally liable.

Professional Relationships with Students in the Classroom

Student teachers are adults with legal rights and responsibilities toward students in the school. Students are not peers. Students should refer to you by your last name and the appropriate honorific (i.e. Ms. Smith; Mr. Lopez). Attitudes towards students should include friendliness, caring, concern, respect and involvement. Student teachers should not do anything that might be misinterpreted by either students or staff as showing an interest in social relationships with students. Do not communicate with students on personal social media websites, no texting, no "friending" or calling the student's personal cell number. Student teachers must contact the student's parents or use the student's school sanctioned email address for school communication only. Personal interactions with students can be grounds for termination of the student teaching experience and in some cases, can be cause for criminal investigation and/or prosecution.

Electronic Communications

There will be no cell phone usage or texting during instructional times. Student teachers give family members the telephone number of your school in case you need to be reached in an emergency. Privacy and free speech rights permit student teachers to maintain and submit information on the Internet, including postings on Facebook.com, and other similar websites. However, it is essential to consider how the information posted may be interpreted by colleagues, parents, administrators and, above all, students. Posting personal and private information on the web runs the risk that the information will be used publicly, and its use may not be to your benefit. Remember that confidentiality limits the use of any identifying information about students and any information about school business known to student teachers in the school system.

WORKING IN THE CLASSROOM

What will be my role in my assigned classroom?

The current “best practices” idea relating to student teaching is for you and your cooperating teacher to begin to work together in the classroom as an instructional team. By working as a team, you can provide a smaller teacher-to-student ratio as well as individualize instruction. At first, you may use the cooperating teacher’s curriculum plans, but you soon will be developing your own plans after consulting with the cooperating teacher. You will work toward assuming more and more of the planning and teaching responsibility, culminating in teaching an instructional unit.

Classroom Observation Notes

- The Kentucky Department of Education requires at least four classroom observation visits a semester. Your college supervisor may make more.
- The purpose of these observations is to support your learning and to help you see your own strengths and areas for growth.
- Most will be arranged in advance but not always.
- Visits may have different focuses, but in general college supervisors are there to observe your teaching and general interaction in the classroom.
- Your college supervisor will take notes and complete observation reports after each visit. You will then discuss these together and these discussions may or may not include the cooperating teacher.
- Talk with your college supervisor in order to better understand his/her expectations as it applies to observations.

Will I be able to observe other student teachers? Other teachers? Other grade levels?

During the student teaching term, you will have some opportunities to observe teachers and student teachers at different grade levels, in different schools, and with different groups of students. We encourage you to work out these arrangements together and with your cooperating teacher early on.

What kinds of interactions will I have with my principal?

Your placements were arranged with your principals so they are expecting you and looking forward to having you their school. You should introduce yourself to the principal at the beginning of your first day.

What if I am having difficulty in knowing what to plan or in working with students?

If you have questions or concerns about any aspect of planning, teaching, assessing, and/or classroom management, you should talk right away with your cooperating teacher and/or your college supervisor. All student teachers have areas for growth, and your cooperating teacher and college supervisor are there to provide support and guidance. Please do not hesitate to ask questions. Bringing up questions with fellow student teachers during seminar can also be helpful.

PREPARING FOR STUDENT TEACHING

The key to successful student teaching is often in the preparation--preparation not only on the academic side but preparation on the personal side. The following are made to assist in this success:

- 1) Successful student teaching is all consuming. College and/or other activities that you normally do, should be curtailed. If at all possible, you should not be employed during the student teaching semester.
- 2) Arrangements for child care, transportation, and other outside concerns should be arranged prior to your student teaching experience.
- 3) Conferences with your cooperating teacher(s) should be done prior to student teaching in order to understand the following:
 - a. Your duties in the classroom
 - b. The teaching calendar
 - i. PD days
 - ii. Faculty meetings
 - iii. In-service activities and whether you can be included
 - c. The dress code for the school
 - d. Your non-teaching responsibilities
 - e. School resources available for your use
 - f. The school's policies and procedures
 - g. Your cooperating teacher's plans, instructional materials that are available, and your cooperating teacher's expectations for you as a student teacher
 - h. The classroom management system adopted by the school as well as expectations for the fidelity of implementation
 - i. Special circumstances related to individual students
 - j. Procedures to be followed when the cooperating teacher is absent. For example, will the substitute take charge of all the classes?
 - k. Procedures the cooperating teacher will use while assessing and reporting your progress
 - l. Methods your cooperating teacher uses to evaluate students and the records that must be maintained
- 4) Read all school handbooks, paying close attention to the following
 - a. Special services for students (e.g., reading, special education)
 - b. Procedures to be followed in emergencies (e.g., fires, bomb threats, tornados, medical emergencies)
 - c. First-aid procedures employed by teachers
 - d. School policies regarding the dispensing of medicine to student
- 5) Lesson and unit plans should be thorough, prepared several days in advance of the presentation date, reviewed and approved by the cooperating teacher. For every whole class lesson you teach, you must have a written lesson plan, using a format agreed upon by the cooperating teacher and the college supervisor.

DO

- 1) DO project enthusiasm in your teaching!!!
- 2) DO learn each student's name immediately. Anonymity gives a sense of security and invites misbehavior.
- 3) DO express interest in the non-classroom interests and activities of your students. School, for your students, is more than scheduled "academic activities".
- 4) DO establish standards of conduct in the classroom. Reinforce the standards often. Remember that classroom management is more than prescribed punishments for offenses.
- 5) DO establish acceptable standards of academic performance. Have high - expectations of every student--uniquely crafted to the individual student.
- 6) Do enter class thoroughly prepared promptly. Your "hesitation" will create inattention and/or misbehavior.
- 7) DO begin lessons promptly and have a variety of teaching strategies planned for each lesson. Teacher and student boredom will be less likely to occur.
- 8) DO remember that teaching is an interactive process. Learning does not occur just because material was presented.
- 9) DO listen to the suggestions offered by the Cooperating Teacher. Accept and act upon these suggestions.
- 10) DO remember that flexibility is a critical attribute for all successful teachers.
- 11) DO expect to have some personal failings and inadequacies. Recognizing and dealing with them in a constructive manner is an indication of a healthy personality.
- 12) DO be constantly aware of the influence you have on your students. Treat them with compassion and care. You may be the only "highlight" in their day.
- 13) DO have fun!!! Relax a little. If you do not like what you are doing and enjoying the experience, it will SHOW! Students in your classroom deserve more than "attitude." You may have to "fake it" until it becomes a natural part of your teaching style. And perhaps you need to rethink your, choice of a career if your student teaching experience turns out to be no fun--at all.
- 14) DO know your resources for help--should you need them.

DON'T

- 1) DON'T be afraid to admit that you do not have-all the answers or that you have made a mistake. As a student, you appreciated intellectual honesty on the part of your teachers. Your students will appreciate that quality in you!
- 2) DON'T panic if things are going wrong. The key to a satisfactory placement is openness and honesty among all parties from the beginning through sustained, daily communication. The welfare of all students provides common ground for discussing any differences that may arise. The college supervisor should be called immediately if communication difficulties develop or if either party has concerns. A three-way conference can often be very helpful in such situations.
- 3) DON'T become involved in the internal "politics" of your school or the school system.
- 4) DON'T criticize or make negative comments about other teachers and/or staff.
- 5) DON'T brag or lecture on your pedagogical success and knowledge of education theory. You will be working with seasoned educators who have learned best professional practice.

EVALUATION OF STUDENT TEACHING

Berea's student teachers participate in and receive frequent and ongoing evaluation during their placements. *The final grade is based on development in the role of a teacher.* Good teaching requires time and effort, but even experienced teachers have lessons that go better than others. The important thing for all teachers is to put forth genuine and consistent effort and be willing to learn from every experience, good and bad. By reflecting after each lesson on what went well and why--and what did not and why--teachers keep learning about teaching and learning.

Formative assessment is ongoing. Student teachers will be expected to turn in reports, reflections, and other assignments that will differ and be dependent upon the course instructor. Cooperating teachers will provide daily oral and/or written responses to the student teachers' work in the classroom. College supervisors will make at least four observation visits during the semester and complete observation reports after each visit that will be discussed together to consider strengths and areas to work on. Weekly student teaching seminars will provide supportive peer feedback and assessment. Student teachers will complete an *Exit Eligibility Portfolio* at the conclusion of student teaching that will serve as a representation of the student as teacher and learner.

Summative assessment occurs at the end of the student teaching experience. After consultation with the cooperating teacher and the student teacher, the responsibility for the final grade rests with the College supervisor. The final grade is based upon the following:

- *Evidence of the student teacher's commitments:* to the value and development of all children as worthy human beings; to the worth of knowledge, the value of ideas, and the central role of inquiry in learning; to reasoned discourse and the value of diverse points of view; to compassionate action in relationship with other human beings and with the environment; and to an ethic of service that extends beyond the classroom. Appropriate evidences of these commitments will be considered in seminar.
- *The student teacher's development as a teacher and learner as observed by the cooperating teacher.* In addition to informal daily oral or written notes and conferences, the cooperating teacher will complete and discuss with the student teacher one written evaluation per placement, based on the *Framework for Teaching* or PGES. The student teacher will also discuss this evaluation with his/her College supervisor. If the student teacher and/or the cooperating teacher wish, this can be a three-way discussion. **A student teacher may not pass their student teaching term with ANY scores below a two on their final evaluation from the cooperating teacher.**
- *The student teacher's development as a teacher and learner as observed by the College supervisor.* Evidence includes class and seminar observations, related conversations, and material evidence in the *Exit Eligibility Portfolio* of content-rich lesson plans and units that incorporate developmentally appropriate, purposeful, and engaging student activities designed to meet diverse needs; rich and varied teaching and learning resources, including technology; annotated student work samples; annotated samples of teacher-made assessments--e.g., anecdotal records, checklists, learning tasks with rubrics; classroom management procedures which have been useful and are consistent with the student teacher's philosophy of education; and reflective writing which indicates seriousness of purpose and growth as a teacher and learner. The *Exit Eligibility Portfolio* will provide specific evidence of the student teacher's ability to meet each of the *INTASC Standards*. The College supervisor will also complete an evaluation for each student based on the *Framework for Teaching* or PGES.

During finals week, student teachers will complete an individual exit interview with their College supervisor.

CERTIFICATION REQUIRMENTS

Kentucky Education Professional Standards Board Requirements

In order to gain certification to teach at the undergraduate level, the state of Kentucky requires candidates to complete the following:

- 1) A bachelor's degree from an approved preparation program with a cumulative grade point average of at least a 2.75 or at least a 3.00 on the last sixty hours of credits completed. For Berea, this would be the equivalent of 15 full credit classes;
- 2) Successful completion of PLT and Praxis II exams required for the certification area;

Berea College Education Studies Program Requirements

- 1) Favorable recommendations from cooperating teachers and college student teaching supervisor(s) based upon performance in meeting *Framework for Teaching* (PGES) and Berea College's Teacher Education expectations.
- 2) Favorable recommendation from Education Studies based upon the candidate's reflection of the values and commitments that underlie Berea College's Teacher Education Programs and adherence to the Kentucky Education Professional Standard Board's Code of Ethics.
- 3) No grade lower than a B- in any Student Teaching course.
- 4) Satisfactory Exit Portfolio demonstrating competency in each field in which certification is sought that meets all InTASC standards. Note: This also includes an exit interview in which you discuss your student teaching experience and your Exit Portfolio.

At this stage, we will assist you in completing your application for a Professional Certificate from Kentucky.

What if I plan to teach in another state?

If you plan to teach in another state, you should first apply for Kentucky certification because Kentucky has reciprocity agreements with many other states. To apply for a beginning teacher's certificate in another state, you should request information from the director of education and certification in the state of their choice. If you are seeking a teaching position in a state other than Kentucky, you will have to meet *that* state's requirements for beginning teachers. These may include the *PRAXIS* or a similar examination(s), and/or an internship. See Lisa Rosenbarker for assistance.

COOPERATING TEACHER INFORMATION

STUDENT TEACHER'S EVALUATION OF COOPERATING TEACHER

Rating Questions -- Please rate your level of agreement with the following statements regarding your Cooperating Teacher.

Rating Scale: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Highly Disagree

Mentoring Relationship between the Cooperating Teacher and Student Teacher

1. Delivered constructive feedback regarding my performance. (4)
2. Displayed enthusiasm about my involvement in the classroom. (8)
3. Provided multiple opportunities for me to plan lessons. (3)
4. Provided multiple opportunities for me to lead instruction. (2)
5. Provided a supportive practice environment for teaching. (13)
6. Encouraged me to use educational technology. (11)
7. Shared knowledge of available teaching resources with me. (12)
8. Helped build my confidence in teaching. (14)

Knowledge, Skills, Abilities, & Dispositions of the In the Classroom, my Cooperating Teacher

1. Communicated high expectations for achievement for all students. (1)
2. Communicated clear expectations for student behavior. (7)
3. Demonstrated a willingness to learn with students. (6)
4. Demonstrated knowledge of students and their families. (5)
5. Demonstrated supportive relationships with colleagues. (8)

FAQ FOR COOPERATING TEACHERS

What are Berea College's expectations for Cooperating Teachers?

In addition to meeting the state requirements, we trust that the cooperating teachers who work with our student teachers will be supportive and collegial. We hope they will give their student teachers constructive feedback and be willing to give or take time to talk openly and regularly with them on a daily basis. We hope that our cooperating teachers will allow their student teachers to take responsible risks as teacher/learners and to experiment in ways consistent with Berea's philosophy and with best practices in teaching. We hope that the cooperating teachers working with our student teachers will share with them the vision that guides their caring work with all children. As college supervisors, we hold ourselves to these same hopes.

What is the Office of Educator Licensure and Effectiveness (OELE) regulation regarding eligibility requirements?

In order to serve as a cooperating teacher, you must have a valid teaching certificate or license for each grade and subject taught and at least three (3) years of teaching experience as a certified educator. You must also receive Co-Teaching training and Edmodo training through OELE. The OELE requires Berea to give teachers holding Teacher Leader endorsement priority consideration. OELE also requires us to select cooperating teachers from among those teachers who demonstrate the following:

- Effective classroom management techniques that promote an environment conducive to learning;
- Best practices for the delivery of instruction;
- Mastery of the content knowledge or subject matter being taught;
- Aptitude and ability to contribute to the mentoring and development of a pre-service educator;
- Usage of multiple forms of assessment to inform instruction; and
- Creation of learning communities that value and build upon students' diverse backgrounds.

Are there required meetings associated with becoming a cooperating teacher?

OELE requires that all cooperating teachers receive training that includes basic responsibilities of a cooperating teacher, best practices in supporting the student teacher and effective assessment of the student teacher. At the beginning of the student teaching term, we prepare a meeting that covers those components along with supplying information about the Berea College Education Programs. OELE also requires cooperating teachers to attend a co-teaching training along with completing an online module that contains OELE regulation information.

How may I prepare my students for my student teacher's arrival?

You and your students have established a classroom community. How well your student teacher is accepted as a part of your classroom community will greatly affect his or her success. How you prepare your students can create an atmosphere where the student teacher is openly accepted as a worthy member of your classroom community. As appropriate, you may explain to your students that student teaching is a culminating experience for college students who have studied teaching and learning so that they can teach students like them. Introduce the student teacher as a co-teacher. Explain that the students should give the same courtesy and respect to a student teacher as they would to you. Emphasize the advantages of having two co-teachers in the classroom. During your student teacher's first day or week provide time with your class for him or her to share personal interests, hobbies, talents, travels, sports participation, music background, favorite subjects, favorite books, etc. Ask your students to share responsibility for making your student teacher feel at home in their classroom. Explain that when your student teacher is teaching your students should address questions, requests, and comments directly to him/her. Explain that your student teacher's college supervisor will be visiting in order to see how they learn interesting things when he/she works with them. Let parents know that you have a student teacher. Share what you feel is important for parents to know about your student teacher. If you think it would be appropriate, you could ask your student teacher to write a letter of introduction to the

class and to parents. He/She should share the letter with you and/or your principal before making copies for students and their parents.

What types of orientation materials could help the student teacher learn about my class, the school, the community, etc.?

Your student teacher has so much to learn that anything you can do to help him or her become acclimated would be a great help. One thing you could do would be to collect a variety of important materials and place them in a folder and/or notebook or a file box, etc. These materials could be given to your student teacher at the beginning of student teaching. Examples are: a list of the names of the students in your room; letters from your students introducing themselves to the student teacher; or a daily schedule of starting times for teachers, arrival times of students, dismissal times, etc.

What can I expect from my student teacher?

Your Berea College student teacher is in the professional term of our four and half year teacher preparation program. You can expect your student teacher to have high standards, a caring disposition toward all students, and a firm belief that all children can learn. You may also expect your student teacher to notify you in advance in case of absence due to illness or other emergencies and to maintain confidentiality at all times.

What will the student teacher expect of me?

As you know, the student teaching experience is invaluable for the beginning teacher, and your guidance and support as a cooperating teacher are very important. Your student teacher will appreciate your efforts: to help orient him/her to your classroom, to acquaint him/her with school policies and procedures, to introduce him/her to your students, colleagues, staff, and parents, and to provide an atmosphere of acceptance as a co-worker, albeit a beginning one. Your student teacher will welcome your guidance and support.

How can I help my student teacher improve his/her teaching and be successful in this student teaching experience?

Your help, expertise, support, and encouragement are all very important to the successful learning of your student teacher. Maintaining open and frequent communication is essential to success. It is also important to have a schedule each day to talk and share information, ask and answer questions, and plan together.

What can I expect of the student teacher's College Supervisor?

Student teachers from Berea College have a college teacher who supervises them. You can expect the college teachers to:

- Provide information about Berea's philosophy and aims for the student teaching experience
- Visit and observe 4-6 times during the semester
- Address any questions you might have
- Be willing to meet with you whenever needed
- Answer your phone calls and/or e-mail promptly
- Work with you and the student teacher to strengthen his/her teaching and further all students' learning
- Schedule and conduct conferences with you and the student teacher as needed

I have never had a student teacher before. What are some specific things I can do in order to be a good Cooperating Teacher?

First, we would like to thank you for your willingness to work with a student teacher. The opportunities you will provide by sharing your knowledge, skills, experiences, and time, as well as sharing your classroom and students, are invaluable to your student teacher's growth and development. Listed above are some of the general things a cooperating teacher can do. Some specific things cooperating teachers and student teachers have found to be particularly helpful are as described below:

Maintaining a climate of open communication is a major factor in a successful student teaching experience. Since it is difficult to share information during the time you are with the students in your class, it is essential to set aside a regular time to meet with the student teacher. During this time, you both can ask questions, seek answers, discuss curriculum and teaching strategies, plan for who will teach what when, etc.

Helping your student teacher become active in your classroom as soon as possible works best for everyone concerned. Berea College student teachers have had numerous experiences working with students and are more than ready and willing to begin working with you and your students. Your student teacher will only need a very short orientation/beginning phrase and then a gradual phase-in of more teaching responsibility culminating with at teaching a unit plan that assumes full-time teaching responsibility. Some suggestions for helping your student teacher to become active in your classroom could start with the first meeting you have with him/her. After learning something about his/her skills, interests, and strengths, discuss how to best draw on these in the classroom. Starting with your student teacher's areas of strength provides a good opportunity for a successful teaching experience.

You could also suggest activities that could be successfully undertaken during the first week or so. These could include things like taking attendance; assisting a new student or one who has missed a class; helping individual students who may need one-on-one assistance; working with a small group; reading aloud; listening to a child read aloud; conducting calendar; doing brief observations that have a specific purpose; developing and using a collection of five-minute teaching/activities that could be used if a lesson ends sooner than planned or when a short time is available before a transition; or planning together a tentative schedule for the assumption of teaching responsibilities, and then talking about planning for those. One way to begin is for your student teacher to assume teaching one subject area lesson each day and then gradually add other subjects gradually as you both feel that s/he is ready to do so. Your student teacher could begin by using your lesson plans, but we would like student teachers to begin developing their own lesson plans with your guidance as soon as possible.

Providing feedback that helps to increase your student teacher's understanding of his/her own teaching is another important factor in the his/her growth as a teacher. New cooperating teachers often find it difficult to give feedback, but feedback is a necessary part of the student teacher's learning. Think of all feedback as formative, which allows your student teacher room to self-assess, to reflect, and to change, grow, and develop. Formative feedback can take many different forms.

In addition to the guidance above, OELE also requires that student teachers should receive direction and experience using the co-teaching model, be given the opportunity to engage with diverse populations of students and assisted with the use of technology in order to enrich P-12 student learning.

What should I do if the student teacher seems to be having difficulty or is not performing as he/she should?

As soon as you see a potential problem, we hope you will speak directly and openly with your student teacher and with his/her college supervisor(s). The welfare of your students is our shared and primary concern. Together we will develop strategies to correct and/or change the situation. Having problems is part of being human, and all of us involved in teaching are just that. Problems also tend to get bigger with time rather than disappearing as we might wish. But if we work together responsibly and respectfully, in a timely manner, we can develop good solutions.

What are my legal responsibilities regarding the student teacher and my students?

As the classroom teacher, you have the legal responsibility for the welfare of the students in your classroom. Your student teacher should teach under your supervision. You should always be aware of his/her planned activities and their appropriateness.

Should I be aware of any special considerations if my student teacher is pregnant or expecting?

Berea College is required to provide reasonable accommodations to students that are pregnant or expecting. To find out more about this policy, please visit [Pregnant and Parenting Students](#).

Are there other Berea College policies that I should know about as a cooperating teacher?

It would also be helpful to reference Berea College's Title IX policies by visiting [Title IX at Berea College](#)

When the student teacher assumes full-teaching responsibility, do I have to stay in the room and observe?

The state of Kentucky requires that you remain in the room with your student teacher at all times.

Will the student teacher evaluate my work as a cooperating teacher?

All participants in the student teaching process seek to improve their work as teachers and mentors. Several cooperating teachers have requested that their student teachers evaluate their work as mentors, and an evaluation form for that purpose is in this handbook.

Will I be paid for being a Cooperating Teacher?

All cooperating teachers who supervise student teachers will receive a stipend for classroom materials from Berea College at the end of the student teaching placement as well as a general stipend from the Education Professional Standards Board.

What forms will I be expected to complete as a cooperating teacher?

There are two Berea College forms relating to your work as a cooperating teacher that needs to be completed. A copy of the Cooperating Teacher Record is required for our accreditation. The cooperating teacher's evaluation of the student teacher is the evaluation which you will be asked to complete both at mid-term and once again at the conclusion of each placement.

BEREA COLLEGE EDUCATION STUDIES DEPARTMENT MEMORANDUM OF AGREEMENT

The purpose of this Memorandum of Agreement is to delineate and clarify the roles and responsibilities of the Berea College Education Studies Department and partner school districts for clinical field experiences, including student teaching.

Berea College desires to place its teacher education candidates into District classrooms so that they may perform student teaching and receive other field-based teacher education experiences as required by, but not limited to, teacher licensure regulations put forth by the Education Professional Standards Board of the state of Kentucky. The District approves the utilization of its schools for the purpose of providing student teaching and other field-based experiences for teacher education students, and desires to receive and utilize in its classrooms the services of Berea College's teacher education students.

This agreement's core values are as follows:

- A. To provide quality education to K-12 students through teacher preparation;
- B. To jointly promote professional development of all educators at both the district level and college level;
- C. To function collaboratively as partners.

I. RESPONSIBILITIES OF EACH PARTY

Berea College Education Studies Department agrees to:

- A. Orientation and Professional Development
Berea College shall provide to District teachers who serve as clinical educators for Berea College, orientation and workshop activities designed to assist Berea College's candidates in field-based experiences.
- B. Orientation Activities for Clinical Field Experiences:
Orientation for Clinical Faculty who will supervise Berea College candidates during pre-student teaching field-based activities.
- C. Fingerprinting/Background Check:
All student teacher candidates will have a current FBI background check. The burden for completing this background check will fall on the student teacher candidate or Berea College.
- D. Placement of Teacher Education Candidates for Clinical Field Experience:
Every attempt is made to place candidates in settings that will enable them to fulfill course objectives and required experiences in diverse settings. The EDS Department will work with the school district to set up these clinical field experiences.

E. Scheduling:

Clinical field experience candidates are expected to arrive at the school on the date and time indicated when the placement is made. The candidate may, in consultation with the cooperating teacher, modify the assigned schedule if it is agreed upon by both parties.

F. Termination of Placement:

Students/candidates in all clinical field experiences are expected assist the teacher and support student achievement. Schools reserve the right to refuse assignment of any student/candidate and the right to terminate a clinical field placement. A mentor or cooperating teacher may initiate an intervention and/or termination of a placement after consultation with the Berea College faculty supervisor.

Berea College recognizes that students/teacher candidates must comply with all district/school policies and procedures. When a violation of policy occurs, the mentor/cooperating teacher will notify Berea College of the concerns, and if requested will remove the student/candidate from the placement.

As instances do arise, the K-12 learners are the priority in all cases. Problems should be viewed as isolated incidents and should not affect the entire partnership. A letter explaining a placement termination will be sent by Berea College to the mentor/ cooperating teacher and/or school administrators. Electronic mail is acceptable.

G. Supervision and Evaluation:

The College Faculty Supervisor is responsible for observing student teachers a minimum of four times per term (formal observation forms are used for each observation that cover Charlotte Danielson's Framework for Teaching) and to evaluate student teachers in the middle and at the end of their student teaching experience.

The College Faculty Supervisor is to be in consistent communication with the cooperating teacher of each student teacher during the professional term.

College faculty who have teacher candidates in the field prior to student teaching are required to provide written expectations for candidates in the field to mentor teachers in K-12 classrooms. Evaluations for these experiences are done at the end of each term and are related

The school district and/or placement site agrees to: TO BE FILLED OUT BY THE SCHOOL DISTRICT Ensure that there is something in here about teachers being present at all times in the classroom.

II. Selection of Clinical Faculty

The initial request to Districts for Clinical Field placements is made by college faculty supervisors. The college supervisor communicates details regarding the focus of the clinical experience, specific grade/subject, and contact information to the EDS Student and Faculty Services Coordinator. Each college supervisor will then meet with school administrators to review the memoranda of understanding and to discuss potential clinical educators. The EDS Student and Faculty Services Coordinator formally requests the nominated teachers to

the District administration for clinical field placement. The district and building level administration will respond to the request with approved clinical educators who meet the criteria for selection.

III. Qualifications of Clinical Faculty Who Supervise Student Teachers (16 KAR 5:040)

District teachers who serve as clinical educators for field experiences or internship must meet the following qualifications:

- Possess A valid teaching certificate or license for each grade and subject taught;
- Attend state-required trainings;
- Possess effective classroom management techniques that promote an environment conducive to learning;
- Engage in best practices for the delivery of instruction;
- Demonstrate mastery of the content knowledge or subject matter being taught;
- Demonstrate aptitude and ability to contribute to the mentoring and development of a preservice educator;
- Use multiple forms of assessment to inform instruction; and
- Create communities that value and build upon students' diverse backgrounds.

Selection of clinical educators is a collaborative process. Once confirmed, the clinical educator's name is given to the candidate through e-mail. Candidates are instructed to contact and meet with their clinical educator.

IV. Compensation for Cooperating Teachers

Given the stipulations about compensation for public service employees, Berea College shall transfer funds directly to school districts for each internship clinical educator in a school year. It will be up to the discretion of the district to transfer the monies to clinical educators in keeping with district policy and practice. This stipulation is binding unless the clinical educator is in an adjunct role at Berea College. In this case the compensation procedures for adjunct faculty are prescribed and applied by Berea College.

V. Substitute Teaching

The typical Berea College teacher candidate does not have a substitute teaching license from the State of Kentucky and should not serve as a substitute teacher for the district.

VI. Video Recording

All video recording in clinical field experience placements will be considered secure documents which will be used for student/candidate evaluation only, viewed by college faculty for evaluation purposes, and destroyed once evaluated. Students/candidates will follow the strict guidelines provided by Berea College in accordance with FERPA and IDEA.

VII. Non-Discrimination Policy

All parties involved should be aware of and adhere to each institution's non-discrimination policy. The non-discrimination policy of Berea College can be found at: [BC Non-Discrimination Policy](#)

EDUCATION STUDIES GOALS AND OUTCOMES

Learning Goal 1: Effective teacher candidates and/or other educational professionals have high expectations for all learners and implement developmentally appropriate, challenging learning experiences by differentiating instruction to meet student needs.

Learning Outcome 1.1: Teacher candidates and/or other educational professionals demonstrate professional knowledge of human development (i.e. cognitive, linguistic, social, emotional, and physical development) to understand how learning occurs and implement appropriate instructional practices.

Learning Outcome 1.2: Teacher candidates and/or other educational professionals demonstrate in planning and implementation that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests.

Learning Goal 2: Effective teacher candidates and/or other educational professionals have a deep and flexible understanding of their content areas and are able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.

Learning Outcome 2.1: Teacher candidates and/or other educational professionals demonstrate the ability to make content knowledge accessible to learners by using multiple instructional strategies and techniques including cross-disciplinary skills (e.g., content area literacy) and varied means of communication (e.g., reading, writing, speaking and listening).

Learning Outcome 2.2: Teacher candidates and/or other educational professionals demonstrate the ability to make content knowledge relevant (democratic practices and multiple perspectives) to learners by connecting it to local, state, national, and global issues.

Learning Goal 3: Effective teacher candidates and/or other educational professionals understand how to integrate planning, instructional strategies, and assessment to address diverse ways of learning, as well as incorporate new technologies to individualize instruction

Learning Outcome 3.1: Effective teacher candidates and/or other educational professionals demonstrate the ability to plan, implement and modify instruction, which includes creating and implementing a range of formative and summative assessments.

Learning Outcome 3.2: Effective teacher candidates and/or other educational professionals demonstrate the ability to interpret assessment data to provide immediate feedback for student learning, modify instruction, and differentiate instruction accordingly.

Learning Outcome 3.3: Effective teacher candidates and/or other educational professionals have a working knowledge of existing and emerging technologies which are incorporated in instruction for student use to support learning.

Learning Goal 4. Effective teacher candidates and/or other educational professionals engage in a cycle of continuous self-improvement through meaningful and intensive professional learning and self-renewal by regularly examining practice.

Learning Outcome 4.1: Effective teacher candidates and/or other educational professionals are reflective practitioners (e.g. reading professional literature, collaborating with colleagues, self-study, and developing new skills) who also use and engage in meaningful research on educational issues and policies.

Learning Goal 5: Effective teacher candidates and/or other educational professionals demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice and advancing their profession.

Learning Outcome 5.1: Effective teacher candidates and/or other educational professionals demonstrate a deep knowledge of ethical behavior (Kentucky Code of Ethics) as an education professional and model responsible professional behaviors (e.g. honoring commitments, working with integrity, timely and effective communication).

Learning Outcome 5.2: Effective teacher candidates and/or other educational professionals are stewards of their profession by sharing their experience, knowledge and research and demonstrating leadership through participation in governance and advocacy.

Adapted from InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 Developed by CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC), April 2013. Revised on July 28, 2017.

THE InTASC MODEL CORE TEACHING STANDARDS

InTASC Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development (2013)

Learner Development & Learning Differences

Standard #1: 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: 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.

Learning Environments

Standard #3: 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: 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.

Application of Content

Standard #5: 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.

Assessment

Standard #6: 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.

Planning for Instruction

Standard #7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, crossdisciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Instructional Strategies

Standard #8: 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 Learning and Ethical Practice

Standard #9: 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.

Leadership and Collaboration

Standard #10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.