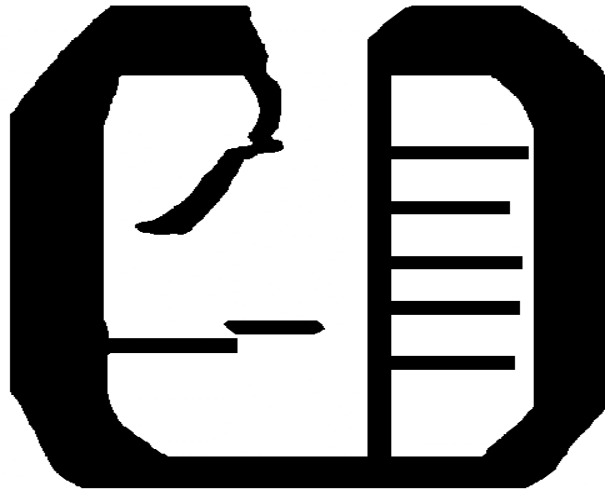


Sponsoring Teacher Handbook



THINK ♦ DO ♦ BELIEVE

Ferrum College Teacher Education

INTRODUCTION	1
THE FERRUM TEACHER EDUCATION PROGRAM	2
PROGRAM LOGO, MODEL AND MOTTO.....	3
STUDENT TEACHING THROUGH FERRUM COLLEGE	4
STRANDS OF THE CONCEPTUAL FRAMEWORK: DESIRED OUTCOMES FOR PRESERVICE TEACHERS	5
ROLES	6,7
STUDENT TEACHER RESPONSIBILITIES	8-11
RESPONSIBILITIES AT THE PLACEMENT	8
<i>Attendance</i>	8
<i>Absences</i>	8
<i>Professional Dress and Conduct</i>	8,9
<i>Workdays/Meetings/Professional Development</i>	9
<i>Daily/Weekly Responsibilities</i>	9
<i>Lesson Plans</i>	9,10
<i>Grading and Assessment</i>	10
<i>Standard English</i>	10,11
<i>Clinical Cycles</i>	11
<i>Evaluation by a School Administrator</i>	11
<i>Communication</i>	11
RESPONSIBILITIES OUTSIDE OF THE PLACEMENT.....	11
WHAT TO EXPECT. GENERAL FRAMEWORKS, TIMELINES, PATTERNS	12-17
GENERAL FRAMEWORKS	12
AT THE BEGINNING: NECESSARY SUPPORT	14
TRANSITIONING AUTHORITY.....	14
A WORD ABOUT MANAGEMENT SKILLS.....	15
PROVIDING FEEDBACK	15
WHEN SHOULD I BE OUT OF THE ROOM?.....	16
NEAR THE END.....	17
CLINICAL CYCLES DURING STUDENT TEACHING	18-20
WHAT ARE CLINICAL CYCLES?.....	18
THE EIGHT STEPS.....	18
WHY DO WE USE CLINICAL CYCLES?	18
CLINICAL CYCLES DURING STUDENT TEACHING	19,20
EVALUATION	21,22
A FINAL SUMMARY FOR SPONSORING TEACHERS	23,24

Introduction

We are excited that you will be the sponsoring teacher for one of our student teachers. We feel that this full time field experience is the optimal chance for our students to synthesize all they have learned through their coursework at Ferrum College. We are happy that you will be working hand in hand with us to ensure that s/he gets the support and opportunity needed for a positive professional start.

It is important for you, as a sponsoring teacher, to know our purpose in designing the student teaching experience at Ferrum College. By understanding what we hope to accomplish, together we can form a support team for each student teacher to ensure that s/he will make as much progress as possible during his/her student teaching tenure.

We see the student teaching experience as an intensive culminating experience of our teacher preparation program. We have written this handbook with the intention of giving you the information to be a full participant as a mentor. We need you to understand that we see this as a developmental experience. We are most interested that student teachers "find their way". Six, ten or even twelve weeks is a very short amount of time. We challenge our students from day one, and we would like for you to join us in continuing the challenge. Remember that at the end of these short weeks, your student teacher will be only a few weeks away from being eligible for endorsement--and to apply for a position as your colleague! We need your help in both supporting and challenging your student teacher in order to work on effective teaching and understanding the multiple roles of the professional teacher.

We realize that there is no way to completely prepare someone for everything they will face during their years of teaching! Our aim is to facilitate development of teachers who will be risk takers, who will try multiple ways of reaching learners, who will reflect upon and analyze what they have done, and who will make data-driven decisions. We want student teachers to develop good habits of mind and practice.

Sometimes a sponsoring teacher will have concerns about the performance of the student teacher during the course of the internship. If this is the case, or if we can be of help as a resource to you, or if you have questions about the Teacher Education Program at Ferrum College, please contact us. You are an important part of our pre-professional program and we are here to support your efforts.

The Ferrum Teacher Education Program

Ferrum's Teacher Education Program challenges students to become decision makers about curriculum issues, approaches to classroom management and alternatives to traditional assessment. Students are asked to reflect on current educational policy and to take and defend a stance on such matters. Students are challenged to make data driven decisions and to thoughtfully consider the most effective ways to reach and involve learners. Students are charged to develop their own philosophy of education that is constantly examined and refined throughout the program.

The design of the program is based on research about effective teaching. The program has been developed in collaboration with area schools to ensure its practicality. It consists of course segments that make up a comprehensive program, THE PROFESSION OF TEACHING. The course segments are: Introduction to Issues in Education Through Technology (Education 202--3 credit hrs.), Foundations (Education 301—6 credit hrs.), Developmental and Diagnostic Reading (Education 310--3 credit hrs.), The Language Arts (Education 311--3 credit hrs. for K-6 endorsement) or Content Area Reading (Education 312--3 credit hrs. for 7-12 endorsement), The Middle School (Education 330--3 credit hrs.), Strategies (Education 354, 356, or 359 depending upon level of endorsement sought--6 credit hrs.), The Student Teaching and Synthesis Experience (Education 402 --12 credit hrs.). These course segments build a strong coherent base for the pre-professional teacher by providing models of best practice. A student teaching placement is made only if a student has met all program requirements, including the maintenance of a 2.8 GPA in his/her academic major and a 3.0 GPA in The Profession of Teaching courses through the Strategies course segment.

The program features a strong experience base that includes at least three semesters of 40+ hour classroom internships in the public schools prior to student teaching. The program emphasizes active learning; students apply what they have learned as they facilitate activities in public school classrooms. They are constantly challenged, motivated and encouraged by professors, peers, and cooperating teachers to become effective teachers.

Our goal is to produce teachers who become educational leaders early in their careers. We intend for our graduates to be innovators in the classroom; teachers who design their own materials using a myriad of resources to meet the needs of their particular groups of learners. The Ferrum College Teacher Education Program is designed to produce teachers who are committed to the belief that all students can learn, who have the strategies and confidence to reach all learners and who work collaboratively with colleagues, school leaders and parents to best serve everyone in their community of learners.

PROGRAM LOGO, MODEL AND MOTTO

The education faculty believes it is important to be able to communicate the program's Conceptual Framework in simple and meaningful terms. Therefore, we have developed an analogy through which we introduce this concept to our students and our colleagues. The model on which our analogy is based is the Navajo (American Indian) Weaver. We think of our Conceptual Framework as being the frame of the loom. Our education program is the framework within which the professional development of pre-service teachers occurs. The warp of the loom, the-strings through which the yarn is woven, is color coded to represent the different course segments in THE PROFESSION OF TEACHING program of study. Each strand of the Conceptual Framework is represented by a distinctive color of yarn. Just as the yarn is woven into a specific design, we weave each of the Ten Strands into the course segments to develop for each individual student a tapestry of pre-professional preparation.. The image of the Navajo Weaver led us to develop our logo, the line drawing of a weaver, which also represents ED (often used to represent "Education"). Our motto, THINK * DO * BELIEVE, represents for us the condensation of the thrust and direction of the Ten Strands of the Conceptual Framework. We want students who are knowledgeable thinkers, able to problem solve; students who are doers, able to put into action their education philosophies in leadership roles; and students who are believers, in learners and in their own abilities to bring about positive change. Thus our program structure and goals are communicated through our logo, our model and our motto.

Student Teaching Through Ferrum College

We see student teaching as the culminating clinical experience of the Ferrum Teacher Education Program. Together the sponsoring teacher, the building principal, and the college supervisor form a team to support the student teacher toward effective implementation and application of what s/he has learned during his/her teacher preparation program. The goal is for this to occur simultaneously with opportunities for the student teacher to reflect upon and analyze his/her practice. This happens through regular and frequent sessions with you, seminar sessions at the college, assignments in the student teaching journal pertinent to the student teaching placement, scheduled appointments with the college supervisor and clinical cycles. We want student teachers to process and develop awareness of their impact on learners, and to put into place productive habits of practice and of reflection upon their work.

We see the team's role as that of supporting student teachers to activate their beliefs about teaching and learning. As a team, we need to support them to evolve an appropriate professional identity as a developing practitioner. We need to challenge them to struggle with substantive issues. We need to encourage them to be in a decision-making posture and help them to develop professional judgment so that they can make decisions that are productive for the learners in their charge. We need their student teaching tenure to immerse them in the multiple roles of the professional teacher and to the institutional culture of schools. We need to support them to take appropriate risks and to be real advocates for young people. Most of all, the team's role is to help student teachers to emerge from this experience wise and optimistic educators.

We want our student teachers to enter the profession full of the passion and joy of teaching, determined to make a difference and having some real strategies with which to be effective in the classroom. We expect much from them and for them. We look forward to working with you to see just how much your student teacher can achieve in terms of personal and professional growth in these short weeks. It is an exciting endeavor. Thanks for being part of the team.

We also recognize that in this age of accountability, the model for mentoring a student teacher has had to change. As the sponsoring teacher, your judgment about how to best use your student teacher as a resource for enhancing the learning in your classroom is the key to a successful placement. You and your student teacher should collaborate and take advantage of the additional opportunities that may be given to your students by having a second teacher in the classroom. The ideal student teaching experience provides an opportunity for the student teacher to be inducted into the profession while students have their learning enhanced by increased attention to their practice.

Strands of the Conceptual Framework: Desired Outcomes for Preservice Teachers

1. **PROFESSIONAL KNOWLEDGE BASE** which includes understanding and application of theories, strategies, models, and research in teaching and learning;
2. **DEVELOPMENTAL FRAME OF REFERENCE** which implies an understanding of learning as a process experienced by teacher and students alike with resulting and appropriate expectations for a given learner at a particular time;
3. **UNDERSTANDING OF DIVERSITY** including an understanding of global/multicultural issues, learning styles and individual differences;
4. **DEVELOPMENT OF JUDGMENT/PROBLEM SOLVING DISPOSITION** including how to acquire and analyze valuable data, how to evidence reasoning and outcomes, making data-driven decisions, and the role of intuition in decision making/ and the development of problem solving skills such as conducting problem analysis defining the problem, keeping an open mind, developing and implementing creative strategies and reflecting upon outcomes;
5. **DEVELOPMENT AND IMPLEMENTATION OF A PERSONAL PHILOSOPHY OF EDUCATION** which includes a disposition toward self-assessment and reflection, the development of a solid knowledge base both in terms of educational pedagogy and content areas, identification and continued refinement of a philosophical stance, the ability to manifest this philosophy in the classroom, and reflection upon one's practice;
6. **COMMUNICATION** including the ability to articulate both verbally and in written form one's philosophy and position on a variety of issues and the ability to make an appropriate presentation to the intended audience;
7. **QUESTIONING** as a learning strategy, a teaching strategy, and a life strategy;
8. **MANAGEMENT SKILLS** including the management of resources, people and time/space;
9. **TEAM BUILDING AND COLLABORATION** which includes building on the strengths of others, developing conflict resolution and negotiation skills, and becoming facilitators of cooperative learning; and
10. **LEADERSHIP** which involves the ability to imagine something, believe in it, do what it takes to make it happen, and invite others into the process.

Roles

-of the sponsoring teacher

-of the college supervisor

-of the building principal

It is important to clearly delineate the roles of the sponsoring teacher, the college supervisor and the building administrator, who all serve as the support team for the student teacher.

As **the sponsoring teacher**, you are the on-site mentor for the student teacher. Your role is to fulfill the duties and obligations outlined in this handbook. After signing the student teaching contract, your role primarily involves the following:

- review the student teacher expectations outlined in this handbook
- being a model of effective practice
- clearly communicating expectations in such areas as lesson planning, assessment, building policies, schedules, and management
- clearly communicating safety and emergency procedures to the student teacher
- being a source of information, resources, and support for the student teacher
- making a feedback plan with the student teacher and providing on-going feedback
- observing the student teacher
- acclimating the student teacher to the school and the profession (introducing him/her to other teachers and administrators, taking him/her to meetings and professional development events, giving him/her a plan book, school handbook, etc.)
- introducing him/her to parents and learners (in person/by newsletter) and reinforcing his/her authority with learners (by referring questions to him/her, etc.)
- making time to meet and review lesson plans as described in the Student Teacher responsibilities section
- answer questions, discuss philosophy, give advice, etc.
- communicating issues and progress to the college supervisor and serving on clinical cycle teams
- completing a written evaluation of the student teacher's performance at the end of his/her student teaching tenure

The college supervisor's role includes

- modeling effective practice

- clearly communicating expectations to both the student teacher and the sponsoring teacher
- negotiating the student teaching contract
- serving on a minimum of five clinical cycle teams
- being available in person or by telephone to the student teacher, the sponsoring teacher and the building administrator
- supporting the student teacher toward more effective practice
- appropriately confronting issues and concerns as they arise
- providing opportunity through the journal assignments, the seminar, office hours, and the clinical cycles for the student teacher to reflect and analyze his or her practice
- formative, diagnostic and summative assessment of the student teacher's pre-professional development
- a minimum of six on-site visits (or potentially four in each half of a split placement)

The role of **the building principal/administrator** includes:

- approval of the placement
- on-site support to both the student teacher and the sponsoring teacher
- communication with the sponsoring teacher and the college supervisor about the student teacher's performance
- informal observation of and feedback to the student teacher
- carrying out a formal administrative evaluation during the last three weeks of the student teaching tenure

Student Teacher Responsibilities (what you should expect of your student teacher)

We expect, as should you, student teachers to do **ALL** of the following. Should you have any questions about the student teacher's performance in any of these areas, please address them early on with your student teacher. Communication and feedback are very important. If his/her response is not adequate, please immediately inform the college supervisor so that we may all deal with the problem in a manner that allows the student teacher the maximum opportunity for resolving the concern.

Responsibilities at the Placement

Attendance

Student teachers must be at their placement by the school's required *sign-in* time and must be available after school at least until 4 PM. They are expected to arrive early and/or stay late for meetings they are expected to attend or if they have before or after school responsibilities. Student teachers are expected to be punctual and fully prepared to teach each and every day.

Absences

Student teachers are strongly encouraged to be present during every day of their student teaching experience. No more than two (2) absences (with appropriate notification to both you and the college supervisor) will be allowed. If the student teacher is absent, s/he is expected to provide you with written substitute plans for any part of the day for which s/he has teaching responsibility. Extenuating circumstances requiring additional absences will mean that additional time in the placement will need to be made up as determined by the you and the college supervisor.

Professional Dress and Conduct

Student teachers are expected to dress, act and interact professionally at all times with learners, faculty, administrators, peers and parents. They are expected to be punctual, fully prepared to teach every day, and to uphold school policy. Improper conduct with learners or faculty will not be tolerated and may result in loss of recommendation for endorsement.

Regarding professional dress: Student teachers should be dressed neatly and suitably. This means appropriate attire, not "dressed up." It also means no jeans, no printed tee shirts or sweat shirts and no shorts or miniskirts. Sometimes we hear from student teachers that other teachers wear jeans, etc. We respond that these teachers

have a contract that they do not have. It is important that student teachers dress significantly differently from their college student attire. This helps reinforce the professional role they are taking on and helps other teachers, as well as the learners, to see them as professionals. We expect that you will give your student teacher feedback about the appropriateness of his/her dress. Of course, if there is a field trip or a school-wide dress up or jeans day, we would expect the student teacher to alter his/her dress accordingly. Thank you for your support on this matter.

Workdays/Meetings/Professional Development

Student teachers are expected to attend all workdays and to take maximum advantage of professional development opportunities including faculty meetings, grade level or subject area meetings, workshops and parent conferences (unless you feel that attendance would be inappropriate). Your student teacher should accompany you to all committee meetings and other meetings that you need to attend unless, as stated before, his/her attendance would be inappropriate. Please inform your student teacher of all such events that will occur during his/her student teaching contract.

Daily/Weekly Responsibilities

Student teachers should serve with you, or in your place, on your assignments to any of the following: hall duty, homeroom duty, attendance taking, lunch count, lunch duty, bus duty, bathroom duty, playground duty, etc. (Obviously this excludes assignment to bathrooms for the opposite sex in the upper grades.)

Lesson Plans

Student teachers need to prepare written lesson plans in accordance with your specifications and in your required format. Student teachers should be planning a week in advance (minimum). You should meet with your student teacher and review his/her lesson plans on Thursday or Friday for the next week, then the student teacher can use the lag time to further refine plans, prepare materials, gather resources, and incorporate your suggestions as needed. You need to require plans in sufficient detail so that if you are asked, you will feel confident that you are informed about what the student teacher is doing with each class period. Please remember that their plans as a beginning teacher should have much more detail than you may require as an experienced professional. Unless you indicate there is a concern, the college supervisor will not review lesson plans except if asked to by the student teacher.

You set the parameters within which the student teacher must work. Please communicate the agendas that need to be dealt with during the student teacher's tenure. You should discuss with the student teacher the outline topics, unit themes,

skills, concepts, chapters (whatever is applicable) that you want the student teacher to teach.

The student teacher has been given a rather elaborate lesson plan format which s/he is required to use for lessons during which clinical cycles take place. The purpose of the format is not to increase paperwork but to require student teachers to think through their lesson planning in more depth and to thus develop constructive habits of instructional design. Further, the cycle is their opportunity to deal with their issues, and the details help us as we observe and collect the data that the student wishes to have collected. As an experienced teacher, many aspects of lesson planning which we ask student teachers to make explicit come naturally to you. As novices at teaching, there are many considerations that student teachers may not take into account if questions about those areas are not asked. We have seen the positive result of using such planning templates but we do not require them to be used for all lesson plans. So use of the templates is mandated only for the lesson plans associated with the six clinical cycles. These are turned in to the college supervisor.

Grading and Assessment

We expect that you will discuss your grading policies and procedures with your student teacher and will clearly communicate whether s/he needs to adhere to these or may propose an alternative. It is your prerogative to reject and/or modify any suggestions by the student teacher in this area. You are the one who needs to defend the way grading is done so all of this is your call. Student teachers are expected to grade and give feedback on all assignments in a timely fashion, to accurately record grades/scores according to your preferred format, to participate in doing report cards, progress reports and end of term grade tallying and decision making. Please check his or her work in this area on a regular basis.

Regarding assessment: Student teachers need to show you tests, quizzes and major assignments well before giving them to learners. You should have time to proofread, make suggestions, ask for clarification, etc. and the student teacher should have time to revise according to your recommendations before the day they are given out. If this is not occurring, this is a major problem that should be brought to the college supervisor's attention immediately.

Standard English

You should expect the student teacher to communicate verbally and in writing using the appropriate forms of standard English. All communications to learners and parents, including all overheads, all tests and assignment guidelines should be proofread. If there is a problem in this area, again, the college supervisor needs to know. If the student teacher's handwriting is not legible, or his or her spelling is

noticeably poor, you have the right to demand that typed overheads be prepared and spell checked ahead of time.

Clinical Cycles

The student teacher is responsible for scheduling and completing a minimum of six clinical cycles spaced through his/her student teaching tenure (see "clinical cycles during student teaching").

Evaluation by a School Administrator

At some point during the last three weeks of the student teaching experience, the student teacher is responsible for requesting an administrator to formally evaluate him/her.

Communication

The student teacher is responsible for clearly communicating with you if s/he has a concern, does not understand an expectation, needs more or different support and/or has a personal agenda which is making it difficult to carry out his/her responsibilities.

Responsibilities Outside of the Placement

The student teacher is responsible for fulfilling all course requirements as outlined on the syllabus for Education 402 including:

- All of the above
- Completion of journal assignments
- Seminar attendance participation and completion of self-evaluation

We assume that as the on-site professional you will use your judgment in any situation where the student teacher has been inappropriate and that you will inform the college supervisor of any actions taken.

What to Expect: General Frameworks, Timelines, Patterns

Because we believe that clear and consistent communication among all participating parties is important, the college supervisor will meet with you and your student teacher at the beginning of the term to clarify our expectations of this experience. The college supervisor will continue to meet with your student teacher on a weekly basis throughout the student teaching placement. The student teacher will be expected to complete outside reading and to do reflective assignments as appropriate to the challenges of his/her particular placement. In addition, the student teacher will be expected to schedule a minimum of six clinical cycles spaced throughout the placement (or three in each of two placements for those seeking all-level endorsement in Art, Spanish, Russian, Dramatic and Theater Arts, or Physical Education). The college supervisor will serve as a team member on at least five of these cycles (see the section on clinical cycles). The college supervisor will also be observing the student teacher for a longer period at the end of the term to identify progress toward mutually agreed upon goals and to measure general growth and increased expertise. This will be the only unscheduled observation for evaluation purposes. The college supervisor will meet with you to compare notes on observations of the student teacher's performance relative to feedback requested on the evaluation form. Thus the college supervisor will be available for on-site consultation by the student teacher and yourself a minimum of six times during the internship (four times during each half of a split placement). And, of course, you can always reach the college supervisor by telephone or email to discuss progress and/or concerns or to request additional on-site visitation.

General Frameworks

We expect that the student teacher will be gradually supported toward full teaching responsibilities and that, as the sponsoring teacher, you will provide time to process and reflect upon the experience with your student teacher as it is happening. We trust your professional judgment as to the readiness of the student teacher to assume increased teaching responsibility. Below we have tried to list general frameworks by level. These are not exact and will vary depending upon the student teacher and the particular placement. Your student teacher's individual student teaching contract will have specific dates and assignments unique to his/her placement. (Note that length of the student teaching placement varies depending on the endorsement level sought.)

We suggest the following general framework for elementary (PreK-6) student teachers:	
1st week:	Observation, general assistance, familiarity with daily and weekly schedule, work with individual students and preparation and teaching of designated lesson plans.
Weeks 2-4:	Increased teaching responsibilities including independent planning and teaching for one additional subject area or portion of the day each week, increased planning involvement, continued work with individual students, taking on of auxiliary responsibilities (bus duty, lunch duty, bulletin boards, etc.)
Weeks 5-10:	Full time teaching responsibility by the student teacher with the support of the sponsoring teacher.
Last week:	Transition back to classroom teacher.

We have found that the following sequence works well at the middle school:	
1st two weeks:	Observation, general assistance, work with individual students, resourcing for upcoming units, and preparation and teaching of designated lesson plans
Next two weeks:	Increasing teaching responsibilities including the independent teaching of <u>one to three</u> class periods per day; increased planning involvement, continued work with individual students.
Next seven weeks:	Full time teaching responsibility by the student teacher with support from the sponsoring teacher.
Last week:	Transition back to classroom teacher.

Students seeking **secondary endorsement** may be teaching on the *block schedule* and their schedule will be worked out individually on their contracts with their sponsoring teachers and their college supervisor. Again there should be a transition period at the beginning and end and a full teaching load for the period to be determined.

Student teachers seeking all-level (K-12) endorsement in Art, Drama, Foreign Language, and Physical Education generally split their student teaching into two five-six week sessions, one each at two different developmental levels. We recommend the following sequence for each session:	
1st week:	Observation, general assistance, work with individual students and preparation and teaching of designated lesson plans, planning for upcoming weeks
2nd week:	Increased teaching responsibilities including the independent teaching of <u>at least</u> two class periods per day, increased planning involvement, continued work with individual students.
Last three-four weeks:	Full time teaching responsibility by the student teacher with support from the sponsoring teacher.

At the Beginning: Necessary Support

Obviously the amount and kind of support needed by student teachers varies greatly. Most student teachers are very apprehensive, and worried that they will “fail” the learners in some way. While enthusiastic, they are often initially overwhelmed at the number of agendas and physically stressed from having to be "on" all day every day. Initially they are not sure how to budget their preparation time so they spend inordinate amounts of time on relatively unimportant tasks (cutting out shape pages for everyone, making elaborate posters to explain rules or serve as game boards) and do not spend necessary time in lesson preparation (finding quality materials to supplement the text, creating remedial and enrichment tasks for learners who need these, reading several sources of information before deciding what to stress in their lecture/presentation, not thinking through how they will facilitate the playing of the game). They need your feedback and suggestions.

Conversely, some student teachers want to "jump in" and take on everything from day one. This is NOT a good idea, no matter how capable the student teacher. Excellent students in the past have convinced their sponsoring teacher that "they can handle it--no problem." Although most of them do okay in the final analysis, after two to three weeks they are generally extremely stressed and overwhelmed and wish they had not tried to be the exception to the rule. This is not to say that an able student teacher cannot take over more responsibility earlier than the above frameworks suggest. But we would like them to work on doing a stellar job with the pieces they take and have time to reflect on their practice before jumping into everything and becoming so stressed that they have no time to think about what they are doing.

You can help by **providing resources and making suggestions**. You can also help by providing **a plan book, roll book, school handbook, your home phone number and a class schedule and by being as clear as possible about your expectations**.

Transitioning Authority

Student teachers may fear that learners will not respect them. We tell them that if they act as if they are in charge, if they respect the learners in turn, if they are clear about expectations, if they follow through when they say something will occur, and if they are prepared, they will be in good shape. We talk a lot about how they will be tested by learners. Depending upon their level of maturity, most student teachers have a great need to be liked by the learners in their charge. While understandable, this can be very counterproductive when it is a primary goal. We try to reinforce that it is much more important to be effective and respected and that they are there to be advocates for learners, not their "best buddy."

You can be very helpful in establishing the student teacher as a "real teacher." Introduce your student teacher to the class as "Mr./Miss/Mrs." and remind learners to direct their questions to the student teacher, not to you, when s/he is the one "in charge." In the elementary and middle school grades a joint letter to parents or a notice in the team newsletter is helpful. At the middle school and high school levels, it is often important to remind learners that the student teacher does assign grades and write hall passes. You can reinforce the idea that the student teacher is a "real" teacher and that it will be up to the learners to help the student teacher learn as much about teaching as possible during his/her tenure with the class. You can also refrain from correcting the student teacher in front of the class or undermining his/her decisions, unless, of course, not doing so would result in a threat to someone's health or well-being.

Please introduce the student teacher to other faculty, support personnel and administrators. Take the student teacher to all meetings you attend, unless this is not appropriate. Tell substitute teachers that the student teacher is in charge and will teach in your absence.

A Word About Management Skills

Student teachers are generally very concerned about classroom management. We stress that clear expectations, class sessions involving active learning, good lesson planning, material pre-preparation, and thinking through "how it's going to work," as well as consistency in follow through, will cut down drastically on classroom management problems. We tell them that classroom management has three primary components: management of resources, people and time. By the end of their student teaching experience they agree that these are key. At the beginning, however, they are afraid the class will "go wild" and "not listen" and they want a magic recipe for smooth classroom management. We encourage you to share what works for you and to decide together what rules in place will be enforced by the student teacher and if it is okay for him/her to change some rules or procedures. Like everything else, classroom management is, at least in part, a matter of personal style and philosophy. Student teachers need room to find their way in this area as well. They also need you to inform them of particular building policies that they will need to enforce, and they need time to dialogue with you about your approach to classroom management.

Providing Feedback

Please work out regular times to meet with your student teacher and develop feedback systems with which you both feel comfortable. Your feedback and suggestions are critical to the development of your student teacher's confidence and

competence. Not enough feedback builds anxiety in the student teacher and may encourage him/her to get into unproductive patterns. Too much negative feedback can be very discouraging. Vague positive feedback, such as "you're doing fine" or "that was better", does not help the student to reflect upon what elements are contributing to success or what changes in practice are making the difference. While there is no perfect balance, there are a number of successful systems that have worked well. Sometimes student teachers will ask you to collect data about certain teaching or learning behaviors. Sometimes sponsoring teachers will write down 1-3 positive notes about specific events and 1-3 suggestions for things to work on at the end of each day. Sometimes student teachers and sponsoring teachers will set weekly goals for the student teacher to work on and all feedback will be relative to progress toward those goals. It is important to work out a system together and then to frequently check in with the student teacher to ask if the amount and kind of feedback you are giving them is productive.

When providing suggestions, it is important to give your rationale behind the suggestion and to encourage the student teacher to reflect on what s/he thinks about what occurred. This way you will help the student teacher analyze his/her work and at the same time, they will get the benefit of your experience.

When Should I Be Out Of the Room?

There is no set formula to follow as to how much or if a student teacher can be left on their own. During the first several weeks, your unobtrusive presence is generally seen as very supportive by the student teacher. Please DO NOT leave your student teacher alone for substantive periods of time during the first few weeks.

When you feel more confident about his/her teaching and management ability, you can begin to leave for short periods. Always let the student teachers know where you will be, in case of an emergency. Some sponsoring teachers find it comfortable to be there at the beginning and end of class and to leave for a period in the middle of the lesson. Sometimes the student teacher will ask you to observe him/her and give feedback about something s/he is working on.

During the last half of the internship, student teachers need you to be out of the room so that they can see what it's like to have to run "the whole show" and not have you to turn to for advice on how to handle unexpected events. Plan to meet at set times outside of class to discuss how things are going. If you do not feel confident leaving the student teacher by him/herself in the classroom by the last third of the student teaching experience, please contact the college supervisor and we will arrange a meeting with you and the student teacher to make plans for extending the internship, arranging for an additional placement, or to make a plan to work with the student teacher more intensively on issues to help him/her. We do not want you to turn your class(es) over if you genuinely feel uncertain about the student teacher's teaching and management ability.

In this era of accountability, collaborative or team teaching may become a useful alternative. It is important that the student teacher be allowed to plan and lead in these efforts. Again, we are relying on your experience to determine what is best for your learners and the student teacher.

Near the End

By the end of a successful student teaching experience, the student teacher is doing meaningful activities with learners, the classroom is humming along productively, and the student teacher is sure that the learners will never survive without him/her. You feel confident that the student teacher will make a good teacher and colleague, and you feel good about your contribution to the profession in your role as sponsoring teacher. You have even picked up some ideas from the student teacher that you plan to use. There is a partnership between teachers and students that is functioning well. However, changes must again occur to move the classroom back to its original state. To facilitate this transition, some type of closure activity is usually helpful.

At the elementary level particularly, some sponsoring teachers have the class(es) plan a party or gift for the student teacher. We explain to student teachers that if this occurs, it is as much for the learners as for them, as it marks the end of his/her tenure with the students. Conversely, if it does not occur, we point out that this is not a reflection on their work. Do what seems appropriate. At all levels, it is important to communicate well ahead of time (at least a week) the date of the student teacher's last day. Sometimes the student teacher wants to plan a special activity for the last day. If you approve this, it is okay with us.

Clinical Cycles During Student Teaching

What are Clinical Cycles?

Clinical cycles are a professional development tool that we use extensively in the Strategies and Student Teaching course segments of the Ferrum Teacher Education Program. Incorporating a combination of peer coaching and clinical supervision, clinical cycles at Ferrum have been used since the program's inception to help students improve their teaching practice. Basically, clinical cycles allow pre-service teachers to obtain specific feedback on their teaching in a way that is supportive and data based. At Ferrum we use an eight step clinical cycle model developed by Dr. Myron Trang and based on the work of Cogan, Goldhammer and Anderson. The clinical cycle is designed to assist pre-service teachers in making progress toward each of the ten strands of the conceptual framework.

The Eight Steps

When teaching is to be observed using the model, the pre-service teacher assembles an observation team (step 1) and negotiates a contract (step 2) about where, when and for how long (usually a ten-twenty minute period is long enough to collect quality data) the observation will take place. The pre-service teacher determines what data is to be collected, i.e. what aspects of teaching practice are to be focused upon. The team (any combination of 2-4 trained peers, teacher education faculty, liberal arts faculty or public school professionals) develops a data collection plan (step -3), goes into the classroom and collects the data (step 4), withdraws and analyzes the data (step 5), and develops a plan for the feedback session (step 6). Then the team holds a feedback session with the pre-service teacher (step 7). During the last step of the model the pre-service teacher reflects upon and responds to the feedback, sets future goals for his/her practice and identifies areas of specific concern (step 8).

Why Do We Use Clinical Cycles?

The strength of the clinical cycle model, as students in upper level courses as well as student teachers repeatedly attest, is that it is the pre-service teacher who is in charge and who gets evidence, not opinions, about how well s/he is doing. Clinical cycles also give teacher education faculty and sponsoring teachers key formative information about each student's progress along the continuum to being an effective teacher. How the pre-service teacher uses each clinical cycle, the questions s/he asks of his/her cycle teams, the way s/he responds to the feedback shared, and his/her ability to implement team suggestions that s/he values, all provide highly useful indicators of where each pre-service teacher is in his/her pre-professional development.

Clinical Cycles During Student Teaching

During the student teaching experience, student teachers must schedule six clinical cycles. These need to be spaced throughout the placement so that the student teacher can receive specific data-based evidence in areas of concern regarding his/her teaching practice. The college supervisor will serve as captain of five of these cycles. The student teacher will substitute one videotaped lesson for a clinical cycle. The student teacher will schedule a viewing of the lesson with both the sponsoring teacher and the college supervisor. A written response to the feedback from this lesson will serve as a clinical cycle write-up for this exercise. As the sponsoring teacher, you will serve on all of your student teacher's cycle teams while s/he is with you. In the case of split placements, the college supervisor will participate on all six cycle teams. Additional team members might include teachers in the building who have served on cycle teams in the past, other sponsoring teachers, other student teachers, strategies level students trained in the use of cycles, liberal arts faculty in the subject area being addressed, or teacher education faculty. It is up to the student teacher to schedule each cycle, notify team members, prepare a contract to be negotiated, prepare a lesson plan for the cycle according to the given format and write up the cycle in his/her student teaching journal. Copies of the contract should be available for all team members.

In an ideal cycle, all team members meet prior to the cycle and negotiate the contract. In reality, only the team captain meets with the student teacher and clarifies the contract terms, questioning to make certain s/he understands what the student teacher is after and discussing how best to achieve that. Once the contract is set, the team captain communicates any changes/agreements to the other team members and they make a plan, carry it out, withdraw to analyze the data and make a feedback plan. In an ideal situation, the student teacher has a planning period right after the cycle and all team members participate in the feedback session. More typically, the sponsoring teacher has to cover the class so that the student teacher can meet with the other team members. Sometimes feedback sessions are delayed until the end of the day or the next morning. Occasionally the feedback session is carried out by one team member with the student teacher. If this occurs, it is important that the feedback be given as the team's response along with the supporting evidence the team decided to share, not as the personal judgment of the team member. Such are the scheduling realities of the teaching day!

Clinical cycles are not about “being perfect.” They are about having a supportive group of professionals and peers give data about practice and suggestions about how to improve it. They are an opportunity, not a summative evaluation. There are no checklists. The grade given for clinical cycles reflects how well the student teacher used the cycles, how much thought s/he gave to the agendas, how s/he responded to the feedback, NOT the teaching performance during each cycle. The process of using the cycles is a developmental one, as are the kinds of cycle questions typically asked. Initial questions often focus on the student teacher, then shift to

questions about the assigned task, and lastly to questions about impact on the learner. Cycles involve trust and the building of relationships. They provide a "human video tape" of a segment of a lesson, focused only on the areas of concern. We encourage student teachers to ask questions about "rough spots," things they are working on and would like some evidence about. We encourage student teachers to do a cycle when trying a new strategy, such as cooperative learning or coordinating multiple tasks, so that they can get data about what happened and suggestions for how to improve. Often the most productive cycles are ones where things did not go smoothly and the team can assist the student teacher in understanding what occurred, offer hypotheses about why and make suggestions to try in the future.

We cannot erase the nervousness associated with early cycles on the part of the student teacher. Before experiencing cycles, many dread being observed and are afraid to be judged. After several cycles, student teachers report that they actually "look forward to cycles" or "didn't even notice the team in the room." The collegial feelings that develop as teams support student teachers through the process and are able to point to concrete evidence of real progress are rich and rewarding.

In general, clinical cycles are hard to explain precisely because they are so experiential and so context dependent. Although the framework is the same, every cycle has a unique "feel" and presents its own constellation of challenges for the student teacher and the cycle team. Clinical cycles are about honest communication, evidencing, improving practice, improvisation, and doing the best we can to support this student teacher to make maximum progress toward being an effective teacher.

Evaluation

At the end of the student teaching contract, three documents will be generated: a self-evaluation by the student teacher, an evaluation of the student teacher's performance by the sponsoring teacher and an evaluation of the student teacher's performance by the college supervisor. The college supervisor's evaluation takes into account what is said in the other two documents. Both the sponsoring teacher's and the college supervisor's evaluations go in the student's teacher development folder to be seen, upon request, by potential employers. These evaluations reflect the student teacher's performance but are not synonymous with a grade for the course.

Evaluation of student teaching performance ultimately results in the assignment of a grade for Education 402, based upon the following:

- the college supervisor's assessment of the student teacher's growth and development, response to constructive criticism, creativity, dedication, professionalism, ethics, and level of responsibility
- The college supervisor's assessment of the student teacher's ability to plan independently, to work collaboratively, to problem solve and to establish a positive rapport with learners and with his/her sponsoring teacher(s).

This assessment will be made by taking into account the following:

1. Direct observation during cycles and during final observation visit
2. Cycle write-ups and impact
3. Completion and quality of journal assignments
4. Feedback from the sponsoring teacher, including his/her evaluation of the student teacher's work
5. Quality of the self-evaluation
6. Seminar participation
7. Perception of overall effort and utilization of a variety of available resources

All grades will be ultimately decided based upon the professional judgment of the college supervisor relative to the criteria stated above and the explicit expectations of the teacher education program with reference to grades.

Failure to satisfactorily meet any one of the course requirements listed under student teaching responsibilities in this handbook and present on the course syllabus will mean that the student teacher will earn no higher than a "C" for Education 402. If this looks to be the case, a discussion of the potential suitability of an additional student teaching placement will be initiated, and the student teacher will have the option of choosing to do an extended placement if this is seen to be appropriate by the college supervisor, the sponsoring teacher, and the Director of the Teacher Education

Program. Should there be a situation where the actions of a student teacher are threatening the safety or well-being of the learners in that setting, a decision to remove the student teacher may be made. In this case, it is unlikely that an extended placement will be offered as an option. Depending upon the seriousness of the situation, a grade of “D,” “F” or “WF” will be recorded.

Satisfactory completion of the student teaching contract along with receiving a grade of “A” or “B” in Education 402 indicates willingness to recommend the student teacher for endorsement.

A FINAL SUMMARY FOR SPONSORING TEACHERS

The student teaching experience at Ferrum is designed to promote implementation and application of effective teaching practice with the concurrent reflection and analysis necessary to continually improve practice and make good decisions. We know if we just expect student teachers to "get to know the ropes," they will not find their own teaching style or develop habits that will contribute to their emergence as an effective teacher. We have worked hard to help our students develop their own initial philosophy of education. We see student teaching as their first opportunity to try to implement this philosophy at the level where they are seeking endorsement. They will need your help and encouragement. We know they are idealistic--and we applaud that. As you know, the "front lines" are not an easy place to be. They will need that idealism, tempered by experiential realism, to help them get through their first years still determined to make a difference.

You are in a real position to make a difference--and to serve as a professional mentor. It would help your student teacher out if you would do the following:

- A. Give the student teacher parameters within which to plan--and then let him/her plan by him/herself with your guidelines, support, etc.
- B. Give your student teacher resources that you have found useful. Do not give him/her your lesson plans. Tell him/her what you feel is important to stress--and why.
- C. Please do not label learners for your student teacher. Let the student teacher get to know the students. Of course, the student teacher needs to be aware of learners who have special needs and given suggestions of strategies you have used in the past to meet their needs.
- D. During the second half of his/her student teaching tenure, leave him/her alone in the classroom as often as you feel comfortable (Let him/her know where you'll be).
- E. Be flexible--your student teacher will not always do things the same way as you. Clearly communicate what your expectations are and when they have and have not been met. Do not assume "anything goes" or "s/he's just a beginner; I won't say anything." Student teachers need to know if something is amiss. They also need to know when they've done a good job with something.
- F. Don't do everything for your student teacher. While it's tempting to do all sorts of little things to 'help out,' this can quickly turn to dependence. Let him/her take attendance, work with you on grades, do progress reports, develop and

- teach his/her lesson plans, assess the homework, wash the pinnies, do the bulletin board, arrange for the guest speaker, organize the field trip, take the lunch count, do bus duty, do bathroom duty, etc. Let him/her (with your guidance) see as much as possible of all of the multiple roles of the professional teacher. Of course, you need to review his/her plans, tests, letters to parents, etc. because you are ultimately the one responsible.
- G. Please do not suggest that the student teacher teach one of your “fool proof” lesson plans for a clinical cycle. While your intentions might be only to help, the clinical cycle experience is about their ability to plan and carry out a lesson.
 - H. Be there. Set up regular times to talk with your student teacher so you can reflect on progress, brainstorm, give feedback and support, make suggestions and answer questions.
 - I. Call or email the college supervisor if you have a question or concern about the placement. It is important to dialogue early in the student teaching experience allowing the student teacher to hear the concerns and make adjustments. The student teaching experience is about growth and the expectation is that there will be areas in which the student teacher will need to improve. As a team consisting of the student teacher, the sponsoring teacher and the college supervisor we should proactively work to resolve any issue as soon as it appears. The onus is on the student teacher whether or not changes are made and how that might affect his/her placement or recommendation for licensure.
 - J. Legally, you are still responsible for your classroom and its students. You should only give the student teacher the responsibility that he/she shows you that he/she is capable of handling. Please consult with us if you have general or specific concerns about liability issues.
 - K. We hope that the presence of a student teacher in your classroom will give you the opportunity to enhance the learning of your students in ways that were not possible when you alone were teaching your students. We want to support you and your students in this world of SOL high stakes testing, and accountability. We recognize that if we are able to strengthen your classroom with the additional personnel, then student teaching remains viable, and indeed, in demand.