

STUDENT TEACHING HANDBOOK



Oklahoma Christian University
School of Education

2023-2024

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PREFACE

COOPERATING TEACHERS

Thank you for hosting a student teacher from Oklahoma Christian University. As a cooperating teacher, you have the opportunity to make a positive, professional impact on the student teacher, as well as the profession as a whole.

Your student teacher values your suggestions, constructive criticism, helpful hints and guidance. In your role as a mentor, please take a few moments during the day or before/after school to review the student teacher's performance. This time of reflection with your guidance is invaluable to the continued professional growth of the student teacher.

Please take a few minutes to review the Student Teaching handbook received from your student teacher in August. The Handbook is a fast read and will give you valuable information regarding responsibilities of the cooperating teacher, university supervisor, and student teacher.

STUDENT TEACHERS

Please take a few minutes to review the Student Teaching handbook. This Handbook is a fast read. Be proactive in understanding your role, your cooperating teacher's role, and your supervisor's role in the student teaching process. Understanding the student teaching process will allow you to receive the benefits of student teaching and to be successful in your clinical practice.

SUPERVISORS

Please take a few minutes to review the Student Teaching Handbook. There have been several important changes that need to be brought to your attention. One very important item is the revised Student Teaching Calculation Sheet. Your role in the student teaching process is invaluable as liaison to the cooperating teacher and as mentor to the student teacher.

STUDENT TEACHING SCHEDULE 2023-2024

FALL 2023

Orientation - 8/4
On Campus - 8/3-4; 7-9
Site 1 - 8/10-9/22
CT Site 1 Breakfast – Thursday, 8/24/2023
On Campus - 9/25-29
(Fall Break - determined by your assigned school district)
Site 2 - 10/2-11/15
CT Site 2 Breakfast – Thursday, 10/12/2023
Graduation - 11/17

Spring 2024

Orientation – tbd
Site 1 Observations - 1/8-11
On Campus - 1/12,16-19
Site 1 - 1/22-3/1
CT Site 1 Breakfast – Thursday, 2/1
On Campus – 3/4-3/8
Site 2 - 3/11-4/24
CT Site 2 Breakfast – Thursday, 3/28
Job Fair - 3/7
Graduation - 4/26

Student Teaching at Oklahoma Christian University

Student teaching at Oklahoma Christian University is in compliance with Oklahoma requirements. The student teaching model is 13 weeks – one observation week and two six-week assignments under the direction of an experienced, licensed teacher. The student teacher earns 8 hours of credit and is simultaneously enrolled in EDUC 4013, EDUC 4132, and EDUC 4131 for a total of 14 hours for the semester.

Each student teaching placement provides opportunities for the candidate to develop competencies through observation, teaching, conferencing, assessment, and reflection. The **student teacher, cooperating teacher, and university supervisor** must work as a team in order to make the experience as valuable as possible. The cooperative efforts and involvement of public school personnel and university personnel are essential for the success of the program.

The student teacher...

is in the final stage of preparation for teaching. S/he has completed course requirements for the core curriculum, the academic major, and the professional education teaching minor including a variety of diverse field experiences in public/private school classrooms. S/he has successfully passed the TEWE and the OSAT, two exams required for licensure. In addition, s/he has met all requirements for full admission to student teaching at Oklahoma Christian University. The student teaching experience offers candidates an opportunity to learn from cooperating teachers and to try, within reasonable limits, some techniques from the program that reflect theory to practice. Student teachers must act as if they were employees under contract in the school districts to which they are assigned. Thus, the student teacher should demonstrate the highest professional and ethical standards both at school and in the community.

The Principal's Participation...

in the student teaching experience is of great importance to the cooperating teacher, to the student teacher, and to the OC School of Education. School administrators play a key role in selecting qualified cooperating teachers to supervise student teachers and in helping student teachers become a welcomed addition to the teaching staff in the public school.

The University Supervisor...

is a member of the OC School of Education faculty who serves as a supervisor for the student teacher, as a consultant for the cooperating teacher, and as a liaison between the university and the public school. The university supervisor will conduct weekly meetings with the student teacher and will visit the school on a regular basis to observe and confer with the student teacher and with the cooperating teacher.

The Cooperating Teachers...

are selected for their roles because they are considered to be outstanding educators by their school districts and by the School of Education at Oklahoma Christian University. They must have at least three years of teaching experience in their certified field. Cooperating teachers are given the responsibility during the student teaching experience to help the student teacher develop a sense of confidence and the skills necessary to begin a teaching career successfully. Through their example and the sharing of their classrooms and students, they provide opportunities for knowledge, skill development and dispositions not found in textbooks or university courses.

Student Teacher Policies and Responsibilities

These policies must be followed by all candidates who wish to student teach and to complete requirements for teacher certification.

Requesting a Student Teaching Placement

Candidates for student teaching will request placements during the spring semester proceeding the student teaching year. Application packets are distributed online to candidates at the beginning of the semester. Completed applications must be submitted to the **Director of Student Teaching** by February 1st.

Admission to Student Teaching

Students must fulfill all the requirements for admission to student teaching before beginning student teaching assignments. The requirements are:

- Admission to Teacher Education
- 95 semester hour credits
- 2.75 overall GPA, minimum
- 2.75 overall GPA, minimum, in course work taken at OC
- 3.0 major GPA, minimum
- 3.0 major GPA, minimum, in course work taken at OC
- No grade below “C” in professional education courses (EDUC and Dev Psych)
- Passing scores on OSAT
- Favorable recommendation by Major department
- Favorable recommendation by Dean of Student Life
- Fulfillment of foreign language requirement
- Approval of Teacher Education Council

Placements

Student teachers are assigned placements in the disciplines in which they will later be certified to teach. Candidates will not be assigned to schools where members of their immediate family are employed or attend. **Once placements are confirmed, student teachers must respect their placements as they would teaching contracts.**

Requests for changes must be made in writing and addressed to the Director of Student Teaching who will decide if the change is justified. Students who withdraw after receiving placements must notify the Chair of the School of Education in writing of their intent no later than two weeks before student teaching begins.

Professional Conduct

The conduct of student teachers must be professional at all times. Unprofessional conduct in the classroom, in the school, or in any activities associated with student teaching may result in dismissal from student teaching. In addition, see the Grade Calculation Sheet regarding dispositional issues.

Student teachers must adhere to the requirements of the schools to which they are assigned pertaining to dress, identification, and sign-in/sign-out procedures. Candidates must dress professionally and speak professionally at all times. Items of clothing and jewelry that violate a school's dress code may not be worn. **Cell phones and pagers are not to be used in schools, and student teachers are not allowed to leave the school during lunch or any time during the day.**

If a student teacher is dismissed from the school for unprofessional conduct, student teaching is terminated for the semester. The opportunity to repeat student teaching will be the decision of the Teacher Education Council. If that opportunity is granted, the candidate must pay tuition and all fees associated with student teaching.

Student Teaching Calendar – see also Student Teaching Schedule

Student teachers will follow the calendar (holidays, breaks) of the public school system to which they are assigned.

Absences

Student teachers are responsible for notifying their **cooperating teachers**, their **university supervisors**, and other designated school personnel (if applicable) if they are going to be absent. If absences occur during the time that the student teacher has assumed teaching responsibilities, student teachers are to give the **cooperating teacher** appropriate plans for the day(s) just as they would if they were planning for a substitute teacher.

There are no excused absences during student teaching. All absences from student teaching must be made up. One make-up day is built into the student teaching semester, any other absences over 1 must be made up after graduation. Student teachers are not penalized for days missed when the school system is closed.

Meetings/Activities

Student teachers must participate in a minimum of three professional development sessions (site or district in-service meetings) to broaden and enhance their student teaching experience. Student teachers must also attend a minimum of three activities (school clubs, carnivals, athletic, musical, or academic events, etc.) in which they will interact with their classroom students on a more informal level. Student teachers are expected to attend all school related functions in which their **cooperating teachers** are involved or expected to attend.

Teaching Schedule

The pace at which the student teacher assumes instructional and non-instructional responsibilities in the classroom is determined by the **cooperating teacher** (and in consultation with the university supervisor if necessary).

University Supervisor Visits

University supervisors will visit student teachers a minimum of two times during each placement for observation and evaluation. The supervisor will likely conference with the student teacher and **cooperating teacher** following each visit. The progress of the student teacher may require additional visits by the university supervisor

Grade See Grade Calculation Sheet and Student Teaching Grade Report in the Appendix

Lesson Plans

Student teachers will provide lesson plans for everyday in which they teach. A general template may be used when teaching from cooperating teachers' plans (reference this publication for format) and full lesson plans using the School of Education Model Lesson Plan format from student teachers' own lessons. Both should reflect the method taught throughout the program in the School of Education (written objectives).

Certification Requirements

In order to obtain a teaching certificate, a candidate must be recommended for the certificate by Oklahoma Christian University. A recommendation is forwarded to the State Department of Education when a candidate successfully completes student teaching and passes the *Praxis* Performance Assessment of Teachers (PPAT).

The candidate for certification is responsible for making sure that all necessary paperwork is submitted to the School of Education and appropriate use of the State Department of Education web site for certification.

Other

- Student teachers may not participate in work stoppages.
- Student teachers must provide evidence of comprehensive general liability insurance – Usually POE membership.
- Student teachers are responsible for their own transportation to and from the schools to which they are assigned.

- Student teachers must create a bulletin board/visual at one site and take photos at both sites.
- A substitute teacher must be present in the classroom with a student teacher when the **cooperating teacher** is absent.
- Student teachers may not participate in or serve as the only witness in the administration of corporal punishment to students.
- School board and local school regulations are the deciding criteria for contingencies not specifically covered by Oklahoma Christian policies.
- Student teachers cannot legally assume responsibility for activities in or out of the classroom not specifically covered by laws of the state of Oklahoma.
- Parent conferences should be conducted only with the knowledge of the **cooperating teacher**; if conducted solely by the student teacher, a written report to the cooperating teacher must follow.
- All students' rights and responsibilities and disciplinary measures for infractions as defined in the Oklahoma Christian University Student Handbook apply during student teaching.

Tips for Success

- Always be on time
- Be observant (familiarize self with school facilities, rules/policies, names of students and teachers)
- Note safety procedures and the role of the student teacher during emergency situations
- Be prepared with lesson plans and materials AT LEAST a day ahead of delivering instruction.
- Take initiative. Be involved in the classroom.

Cooperating Teacher Responsibilities

By accepting the responsibility for mentoring a student teacher, the cooperating teacher assumes one of the most influential and exciting positions in the teacher education program at Oklahoma Christian University.

The university supervisor is also a resource person who can answer questions and address any concerns at any time during the experience. During the first week of student teaching, s/he will visit each assigned school to meet the cooperating teachers. The following suggestions are given to assist cooperating teachers in planning for and working with their student teachers.

- Prepare the class for the arrival of the student teacher.
- Model and demonstrate effective instructional and non-instructional strategies.
- Assist the student teacher in learning through observing.
(meaningful, systematic observations will enable the student teacher to better understand the concepts of the teaching and learning process)
- Monitor daily and long-range lesson planning.
(a regularly scheduled conferencing time with the student teacher should be established so that there is at least one formal conference each week)
- Gradually surrender teaching and other classroom responsibilities.
- Evaluate daily teaching performance.
- Provide time to conference with the university supervisor when necessary.
- Encourage professional growth.
- Be prepared to take over in an emergency.
- Check school records prepared by the student teacher.
- Know the elements of Student Teaching (required for Oklahoma certification and Oklahoma Christian University's student teaching program).
- Refrain from serving as an aide during the student teacher's full-time teaching period.
- Using the provided rubric submit two **Formative Assessment assessments**. **DEADLINE:** First day of 6th week.
- Using the provided rubric submit the **Summative Assessment**. **DEADLINE:** First day of 6th week.

- Submit cooperating teacher information sheet and university supervisor evaluation. These forms may be e-mailed or may be given to the student teacher, in a sealed envelope, to return to the Director of Student Teaching. **DEADLINE:** First day of 6th week.
- Complete all forms required by Oklahoma Christian University

Checklist for Cooperating Teachers

Orientation of the Student Teacher

1. Provide workspace in the classroom
2. Introduce to school personnel
3. Explain rules/regulations and policies; provide handbook, directory, and calendar
4. Define emergency procedures
5. Provide textbooks, resource materials, and point out the media center
6. Introduce student teacher as a member of the teaching team
7. Supply class schedules
8. Identify pupils with exceptional abilities and physical differences
9. Assign specific responsibilities early in the experience
10. Alert student teacher of any students who are not allowed to be photographed

Planning with the Student Teacher

1. Assist student teacher in selecting unit(s) of study to be prepared for classroom instruction and the **PPAT**.
2. Guide long-term, weekly, and daily planning – establish goals and objectives
3. Be available for assistance in planning and evaluation
4. Check plans (preferably on Thursdays) preceding presentation week so any changes can be made
5. Inform student teacher of schedule changes

Interaction with the Student Teacher

1. Engage in reflective thinking by asking appropriate questions
2. Provide continual, on-going evaluation of student teacher performance; conference when necessary
3. Give constructive feedback, discuss alternative methods, and encourage experimentation
4. Keep discussions confidential
5. Encourage student teacher to ask questions and to seek help when needed
6. Refrain from interrupting when student teacher is teaching

Mentoring of the Student Teacher

1. Involve gradually in duties
2. Encourage involvement in extracurricular responsibilities and activities
3. Assist with discipline and classroom control
4. Provide time for visitations and observations of other classrooms
5. Encourage involvement in professional meetings
6. Provide access to professional periodicals and journals
7. Assist with parent-teacher conference techniques

Phasing-In Guidelines

The First Week –

- Allow time for observation and assistance with routine tasks
- Include the student teacher in planning
- Discuss topics that will be taught during the student teacher's time
- Discuss topics that will be taught during the student teacher's time
- Suggest a topic suitable for the student teacher's university-required unit (**PPAT**)
- Allow the student teacher to work with small groups
- Allow the student teacher to lead some classroom activities
- Assist the student teacher in learning students' names and in becoming familiar with seating chart(s).

The Second Week –

- Allow the student teacher to present lessons or mini lessons that you have planned
- Allow the student teacher to start teaching for a portion of the day

The Third and Fourth Weeks –

- The student teacher should continue to present lessons prepared by the cooperating teacher with the student teacher included in the planning
- The student teacher should plan and present lessons for approximately half of the day
- The cooperating teacher should provide informal evaluation of some of the lessons presented

The Fifth and Sixth Weeks –

- The student teacher should be teaching full time with lessons prepared by the student teacher

- The student teacher should have extended periods of time presenting lessons and managing the classroom.
- Ideally the student teacher should be left alone in the classroom (only if the cooperating teacher feels comfortable)
- The student teacher should teach the university required unit (PPAT)

NOTE: A faster flow of the above guidelines is recommended at the student teacher's second site.

Evaluations:

- Complete a **formative** evaluation over one lesson by the end of the third week
- Complete a **formative** evaluation over one lesson by the end of the fifth week
- Complete a **summative** evaluation by the beginning of the sixth week

NOTE: Some cooperating teachers like to complete a formative evaluation prior to the 3rd week to have an instrument to use for discussion/conferencing purposes and to practice using the assessment format. This early evaluation would not be considered for a grade and should be identified as NON-GRADED.

Consulting with the University Supervisor

The supervisor will visit during the first week of student teaching to meet the cooperating teacher and locate the classroom. The supervisor will make a minimum of two observations (days and times suggested by cooperating teacher). The supervisor may wish to conference with the cooperating teacher following observations. If the cooperating teacher is concerned about the performance of the student teacher, s/he should contact the supervisor to achieve a workable solution to the problem.

Cooperating Teachers' Breakfast

As a way to show appreciation for the support given by the cooperating teachers, the School of Education invites all cooperating teachers to a breakfast (often on the **second Thursday** after the arrival of the student teacher). This meeting is an important time for questions and collaboration with the university. The student teacher should be ready to direct the activities of the morning so that the cooperating teacher can attend. Details should be worked out with the building principal.

University Supervisor Responsibilities

Faculty who serve as university supervisors are liaisons between the Oklahoma Christian School of Education and the personnel of the public schools. They support and guide the cooperating teacher and the student teacher while articulating university requirements regarding the student teaching process. Student teachers are assigned to university supervisors at the ratio of four student teachers per three hour load.

CAEP guidelines stipulate that the following criteria be used in the selection of university supervisors:

- Highly competent role models for student teachers
- Appropriate professional experience for grade levels supervised
- Ability to demonstrate effective teaching strategies and methods
- Willingness to assume the roles expected of a mentor
- Willingness to stay current with the latest research on teaching and learning
- Ability to work as a team member and facilitate professional learning

The supervisor's responsibilities are to:

- Provide pertinent materials to student teachers, cooperating teachers, and building administrators.
- Facilitate understanding of Student Teaching Experience to all those involved.
- Assist in student teacher's development in instruction, management, and professionalism.
- Maintain individual files on each student's progress throughout the length of the student teaching experience.
- Collaborate with the cooperating teacher, drawing on his/her expertise and daily presence in the classroom with the student teacher.
- Conduct formative and summative evaluations on at least two occasions at each site in order to provide feedback and guidelines for further development.
- Using the provided rubric to submit the two **Formative Assessments**. Make a copy and give to the student teacher to be kept in his/her portfolio.
DEADLINE: First day of 6th week.
- Using the online format submit the **Summative Assessment** data.
DEADLINE: First day of 6th week.

- Participate in assessment conferences with the student teacher and cooperating teacher to analyze student teacher's strengths and areas of improvement.
- Report any serious problems to the Director of Student Teaching.
- Conduct weekly meetings with student teachers to schedule visits and address concerns and questions (day and time to be determined by supervisor). Reference Grade Calculation Sheet and Student Teaching Grade Report Form in the Appendix. The Student Teaching Grade Report Form must be submitted to the Director of Student Teaching the Friday prior to submission of grades.

***Guidelines for photographing and/or video-taping students in classrooms**

- < Follow district/school policy on photographing and/or video-taping of students
- < Photograph and/or video-tape from the back of the room so as not to identify any student
- < Secure a signed permission form from the cooperating teacher and/or principal prior to photographing and/or video-taping students

INDUCTION PLAN

(This form serves as a tentative plan for the entire six weeks)

SITE I _____ SITE II _____

Student Teacher _____

Cooperating Teacher _____

School _____ Grade (s) _____

Teaching Schedule agreed on by cooperating teacher and student teacher

Week One	Week Two	Week Three	Week Four	Week Five	Week Six
(teaching)					
(non-teaching activities)					

Arrival Time _____ Departure Time _____ Conference Time _____

Faculty Meeting day/time _____

Cooperating Teacher _____
Signature and date

Student Teacher _____
Signature and date

Assessment Materials

The following pages contain the FORMATIVE ASSESSMENT that is to be completed as an assessment of an individual lesson presentation. Two Formative Assessments are to be completed for your student teacher.

Following the Formative Assessment is the SUMMATIVE ASSESSMENT that is to be completed as an assessment of the student teacher's behaviors throughout the student teaching process. One Summative Assessment is to be completed for your student teacher. Following the SUMMATIVE ASSESSMENT there is a document with the criteria to be used in determining a 0, 1, 2, 3, or 4 on the Summative Assessment rubric. (The Summative Assessment is generally completed the first day of week 6.)

OC School of Education Unit Competencies (April, 2014)

Learner Development

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. (INTASC 1)

Learning Differences

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. (INTASC 2)

Learning Environments

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. (INTASC 3)

Content Knowledge

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. (INTASC 4)

Application of Content

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. (INTASC 5)

Assessment

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. (INTASC 6)

Planning for Instruction

7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (INTASC 7)

Instructional Strategies

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. (INTASC 8)

Professional Learning and Ethical Practice

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. (INTASC 9)

Leadership and Collaboration

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. (INTASC 10)

Professional and Character Excellence (PACE)

11. The teacher approaches teaching with positive and enthusiastic participation (OC PACE)

12. The teacher meets deadlines and aims toward excellence (OC PACE)

13. The teacher demonstrates a Christian and professional attitude with stakeholders and university supervisors (OC PACE)

14. Exemplifies mature behavior and emotional stability (OC PACE)

15. Maintains punctual and regular attendance (OC PACE)

Personal Adequacy

16. Maintains appropriate grooming/dress (OC)

Lesson Plan Format *

**Format for lessons you present using the cooperating teacher's lesson plans*

1. PASS/Common Core (grade, subject, complete PASS/Common Core Standard and number)
2. Objectives (Use School of Education format)
3. Materials
4. Instructional Strategies used in the lesson presentation
5. Guided Practice
6. Independent Practice
7. Assessment(s) used
8. Closure

Student Teaching Grade Calculation

		Completed	Points
3 Professional Meetings			/10
3 Professional Activities			
Absence/Make-Up plan	Site 1	Site 2	
Lesson Plans from both sites (plans when teaching cooperating teacher's lessons and when teaching your own as trained in School of Education – not following specific school lesson plan format)	Site 1	Site 2	/10
Cooperating Teacher Evaluations	Site 1	Site 2	/5
Supervisor Evaluations	Site 1	Site 2	
Exit Survey *Complete online			
Weekly Meetings w/Supervisor (attend all scheduled meetings = 10; incomplete = 0)			/10
Dispositional Issues (failure to meet dispositional expectations)			/5
Formative Evaluations			
Cooperating Teacher			/15
Supervisor			/20
Summative Evaluations			
Cooperating Teacher			/15
Supervisor			/10
Student Teaching Final Grade			/100

Grading Scale

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F – Below 60