



Cornerstone UNIVERSITY

Division of Teacher Education

The Directed Teaching Handbook

Elementary Directed Teaching Practicum – EDU482

Elementary Directed Teaching Practicum/Cross-Cultural – EDU483

Secondary Directed Teaching Practicum – EDU484

Secondary Directed Teaching Practicum/Cross Cultural – EDU485

K-12 Music/Physical Ed/LD Directed Teaching Practicum – EDU486

K-12 Music/Physical Ed. Directed Teaching Practicum/Cross-Cultural – EDU487



TO: Cooperating Teachers

FROM: Darla J. England, Ph.D.
Director of Student Teaching

Your involvement and participation in the Directed Teaching Program at Cornerstone University is greatly appreciated. Your contribution to the professional development of your student teacher is a vital one. I sincerely hope that working with the student teacher and the university field supervisor will be a stimulating and rewarding experience for you and your pupils.

In this packet you will find information that will help you as you plan for your student teacher. I've included specific information about:

- ❖ general policies
- ❖ your role as a cooperating teacher
- ❖ suggested activities to assist your student teacher
- ❖ suggested time line for the directed teaching experience
- ❖ evaluation procedures

Research tells us that student teachers face their assignment with mixed emotions of anxiety and euphoria. The atmosphere that you create during the early days of this unique experience may pay great dividends for you, your class, and your student teacher.

During the first week or so of school, the university field supervisor will make an orientation visit and meet with you. Through scheduled observations he/she will observe and provide feedback to the student teacher as well as consult with you about progress and/or concerns. They will be available to provide support throughout the entire directed teaching experience.

Once again, thank you for your cooperation and assistance in working with our Teacher Education Program at Cornerstone University. If I can be of any help to you, do not hesitate to call. I can be reached at (616) 254-1638. I'm looking forward to meeting you soon.

Best wishes for a successful school year!

GENERAL POLICIES FOR THE DIRECTED TEACHING PROGRAM

ATTENDANCE

- ❖ Student teachers are to be present in the school during the same hours as the regular teachers. They will observe the calendar of the school in which they are assigned.
- ❖ If a student teacher is unable to be in school due to illness, he or she should call the cooperating teacher, the school office, and the teacher education office of Cornerstone University. Any days missed from the school setting are expected to be made up at the end of the term.

ATTIRE

- ❖ The student teacher must recognize that he or she is a representative of the teaching profession and Cornerstone University. Each student teacher is expected to adhere to professional dress, grooming, etiquette, and conduct. The policy of the school determines the mode of attire.

OBSERVATIONS

- ❖ The university field supervisor will schedule five observations and feedback conferences during the time period of directed teaching. Additional observations may be made as needed.
- ❖ Secondary student teachers will have at least two additional observations and feedback conferences by a university content-area supervisor.
- ❖ If additional support is needed, the university field supervisor specialist will be available upon the request of the cooperating teacher, or the student teacher. Assistance may include additional on-site observations, unit/daily lesson planning, and individual/group conferences.

LESSON DESIGN

- ❖ Student teachers are required to prepare lesson plans. The format should include:
 - a. The unit or lesson objectives
 - b. The teaching strategies, activities, materials, and resources to be used
 - c. Practice, monitoring and evaluation

- ❖ All instructional plans must be approved by the cooperating teacher before the lesson/unit is taught and will follow the effective instructional model for lesson design.

PROFESSIONAL DEVELOPMENT

- ❖ Regular seminars for student teachers will be held throughout the semester. Students will be notified as to the date and place of these seminars. Attendance is mandatory.
- ❖ Student teachers will participate in all staff functions which the school faculty are expected to attend. This includes faculty meetings, departmental meetings, parent conferences, open house, PTA/PTO meetings, staff development or in-service meetings, etc.

REASSIGNMENT PROCEDURES

- ❖ The university supervisor retains the authority to remove the student teacher from the assigned classroom in the event of an unsatisfactory adjustment to the teaching situation.
- ❖ The cooperating teacher, administrator, appropriate university personnel, and the student teacher would be part of the decision making process.

EVALUATION

- ❖ The cooperating teacher will prepare a midterm and final evaluation of the student teacher's progress. (see Appendix A)
- ❖ The university supervisor will write a report after each observation of the student's teaching.
- ❖ The university supervisor will also complete a midterm and final evaluation form which includes a standard of performance competency checklist.

THE ROLE OF THE COOPERATING TEACHER

Cooperating teachers play a vital role in the Directed Teaching Program. The earlier the student teacher becomes a part of the team, the earlier the students, cooperating teacher(s), and student teacher can benefit from this unique learning experience. Please consider the following suggestions as you begin the exciting venture.

1. Provide a relaxed atmosphere and view the student teacher as a coworker.
 - a. Give the student teacher a feeling of belonging.
 - b. If possible, provide him/her with a desk or table, textbooks, teacher's guides, plan book, seating chart(s), grade book, exchange phone numbers, etc.
2. Accept the role of observer, evaluator, and counselor as essential elements of growth for the student teacher.
3. Provide feedback on an informal and ongoing basis.
4. Thoroughly orient the student teacher to the school building, personnel, routines, policies, available resources, community, etc.
5. Uphold high expectations and standards of performance for the Cornerstone University student teacher.
6. Have frequent conferences with your student teacher for positive reinforcement, recommendations for improvement, discussion of lesson plans, classroom management techniques, etc.
7. Share your observations with the college supervisor during his/her regular visits to your classroom, or by phone, if needed.
8. Be a model for the student teacher in demonstrating effective or new teaching strategies, meeting individual differences, diagnosing problems, and prescribing appropriate remedial activities and building self-esteem in students.
9. Permit a degree of freedom in allowing your student teacher to implement his/her own style and techniques of teaching.
10. Remember that the major purpose of evaluation is growth in personal and teaching effectiveness.

SUGGESTED ACTIVITIES FOR THE COOPERATING TEACHER

Orientation

1. Prior to the arrival of your student teacher, consider gathering the following printed or written materials:
 - a. Teacher Handbook
 - b. School calendar
 - c. District or school policies
 - d. Other items you wish to include
2. If possible, prepare a place in your room which “belongs” to the student teacher.
Include:
 - a. A desk, table or chair
 - b. Textbooks with teacher editions
 - c. Curriculum guides
 - d. Plan book (if available)
 - e. Teaching supplies
 - f. Other items you wish to include
3. Provide a list of school procedures and guidelines such as:
 - a. Emergency procedures
 - b. Playground rules
 - c. Lunch room procedures
 - d. Class attendance process
 - e. Seating Charts (if applicable)
 - f. School Handbook (if available)
4. Prepare your students, staff and parents for the arrival of your student teacher.

<p style="text-align: center;">SUGGESTED ACTIVITIES FOR THE COOPERATING TEACHER Continued</p>

During the Directed Teaching Experience

1. Establish the student teacher as a professional colleague.
2. Explain your grading procedure
3. Show by example specific skills and strategies for effective teaching and classroom management.
4. Encourage creativity, not imitation.
5. Keep notes and records of lessons taught by your student teacher.
6. Provide for regular conference time with your student teacher for:
 - a. Planning
 - b. Sharing
 - c. Encouraging
 - d. Assigning responsibilities
 - e. Feedback
 - f. Continuous evaluation
7. Allow your student teacher to make mistakes and try “new” things.
8. Allow your student teacher the opportunity to construct, administer, and interpret a variety of tests.
9. Involve the student teacher in the use of the school’s system of reporting pupil progress to parents.
10. Encourage your administrator to meet with and/or observe your student teacher.
11. If possible, arrange appointments for the student teacher to observe other classes and grades.

**SUGGESTED TIME LINE
FOR
ELEMENTARY STUDENT TEACHERS**

Elementary student teachers from Cornerstone University are in their assigned classrooms for an academic semester. Listed below is a suggested TIME LINE for student teachers involvement. The TIME LINE presented here should be flexible. The sequencing of weeks one through the end of the academic semester may vary according to the student teacher's background, the nature of the classroom, the curriculum of the school, and the instructional style of the cooperating teacher.

Week	Suggested Student Teacher Involvement
1	<ul style="list-style-type: none"> ❖ Get acquainted with students, staff, building facilities, and building/district policies. ❖ Observe cooperating teacher and if appropriate, visit other classes. ❖ Assist the cooperating teacher: help students, correct papers, take attendance, construct bulletin boards, read stories, recess/hall supervision, etc.
2-3	<ul style="list-style-type: none"> ❖ Tutor individuals; teach small groups, and/or one subject area. Plan with cooperating teacher. ❖ Cooperating teacher is present to give student teacher support and feedback.
4-9	<ul style="list-style-type: none"> ❖ Gradually add responsibilities in other curriculum areas until the student teacher teaches one half day or more, assuming the transition from one activity or subject to the next. ❖ Cooperating teacher leaves the student teacher alone for short periods.
10-13	<ul style="list-style-type: none"> ❖ Student teachers have a minimum of three weeks <u>total</u> responsibility for planning and teaching. ❖ The Cooperating teacher may continue as a contributing member of the teaching team.
14-End	<ul style="list-style-type: none"> ❖ Cooperating teacher phases back into the teaching role. ❖ Student teacher assists as the cooperating teacher assumes responsibility for teaching. ❖ If possible, arrange for student teacher to observe and assist at a different grade level within your building.

SUGGESTED TIME LINE FOR SECONDARY STUDENT TEACHERS

1. Listed below is a **suggested** time line for student teacher involvement.
2. Avoid making commitments to the student teacher as to when he will begin teaching or the extent of his teaching until his readiness can be determined.
3. Involve him/her from the beginning in routine duties of classroom management, room arrangement, and assisting individual pupils.
4. Progress of the student teacher should be noted and relayed to the student teacher on a regular basis in writing and/or through consultation. Brief notes as well as weekly thirty to forty-five minute planned conferences are recommended. This conference should include:
 - a. Specific feedback on student teacher performance.
 - b. Time for questions and reflection from the student teacher.
 - c. Definite plans for the teaching schedule of the student teacher for the next week.

Week	<u>Suggested Student Teacher Involvement</u>
1	❖ Observe classes taught by cooperating teacher followed by cooperative analysis of what was done and identification of special needs of individual pupils or small groups.
2-3	❖ Teach individual pupils or small groups followed by analysis of the experience.
4-7	❖ Teach part or all of a lesson or part of a unit – 1 to 3 day – followed by observation of the same group taught by the cooperating teacher.
8-10	❖ Teach one or more longer lessons or units (probably different class or subject) alternated with observation of classes taught by cooperating teacher. ❖
11-13	❖ Teach the group on an increasing schedule up to the full load. ❖ This full-time teaching should continue for a minimum of three consecutive weeks. ❖ Teach the class using advanced methods such as cooperative planning, small group instruction, and/or project work with a <u>high degree of attention to individualized instruction</u> is advised.
14-End	❖ Cooperating teacher phases back into the teaching role. Student teacher assists as cooperating teacher assumes responsibility for teaching. ❖ If possible, arrange for student teachers to observe and assist or teach for other teacher(s) in different grades and subjects.

EVALUATION OF THE STUDENT TEACHER

Directed teaching is a developmental process. Evaluation of student performance and progress is most effective when it is continuous and when it is a cooperative effort shared by the student teacher, cooperating teacher, and the university supervisor.

Evaluation in directed teaching builds on the professional skills and training gained in previous course work and field experience. Probably the most effective evaluation technique is the classroom student teacher conference. Some time should be set aside for periodic conferences where an objective analysis and discussion of the student's strengths and weaknesses can be provided. This can be accomplished through daily feedback from the cooperating teacher and planned conferences with the university supervisor.

Formal evaluations of student teacher performance occur twice during the semester. The first occurs during midterm time and the second at the end of the directed teaching experience.

1. MIDTERM EVALUATION

The midterm report is used to help identify student teacher strengths and weaknesses in those performance areas. A midterm evaluation will be completed by the cooperating teacher. The midterm evaluation is to be signed by both the student teacher and the cooperating teacher.

2. FINAL EVALUATION

The final evaluation reports will be signed by both the student teacher and the cooperating teacher(s) during an exit interview during the final week of the directed teaching experience.

The twenty-four standards of the competent performance list on the evaluation are to be completed by the cooperating teacher and the university supervisor.

Samples of the formal evaluation forms used during the directed teaching practicum can be found in Appendix A. Please contact your student's university supervisor if you have questions concerning the evaluation process or the forms.

Appendix A



Teacher Education Division

MIDTERM STUDENT TEACHING EVALUATION

Student Teacher _____ Date _____ Sem. _____ Year _____

School _____ City _____

Cooperating Teacher _____ Subject(s)/Grade(s) _____

Describe the student teaching situation: _____

Please rate your student teacher in accordance with the key below.

Rating Key

5 = Almost Always 4 = Frequently 3 = Occasionally 2 = Rarely 1 = Not Observed

Personal Qualities

	Rating					
1. Exhibits self-confidence, cooperation and dependability.	5	4	3	2	1	n/a
2. Shows a genuine concern and affection for students.	5	4	3	2	1	n/a
3. Works successfully with pupils of various backgrounds.	5	4	3	2	1	n/a
4. Relates comfortably with staff members.	5	4	3	2	1	n/a

Planning for Instruction

1. Prepares daily and unit lesson plans.	5	4	3	2	1	n/a
2. Learning objectives are clearly stated and meet standards/benchmarks.	5	4	3	2	1	n/a
3. Considers interests, needs and various abilities of pupils.	5	4	3	2	1	n/a
4. Selects appropriate strategies, learning activities and evaluation techniques.	5	4	3	2	1	n/a
5. Utilizes a variety of instructional material and resources.	5	4	3	2	1	n/a

Knowledge of Content and Learning Theory

1. Demonstrates command of subject matter.	5	4	3	2	1	n/a
2. Bases teaching decisions on research and sound learning theory.	5	4	3	2	1	n/a
3. Seeks additional knowledge from many sources when needed.	5	4	3	2	1	n/a
4. Understands principles of child and/or adolescent development.	5	4	3	2	1	n/a
5. Applies basic principles of effective instruction.	5	4	3	2	1	n/a

5 = Almost Always 4 = Frequently Rating Key 3 = Occasionally 2 = Rarely 1 = Not Observe

Rating

Classroom Performance

1.	Establishes a positive and productive learning climate.	5	4	3	2	1	n/a
2.	Formulates and upholds acceptable standards of pupil behavior.	5	4	3	2	1	n/a
3.	Provides for interaction with students; respects their contributions.	5	4	3	2	1	n/a
4.	Varies presentation of material to maintain interest of pupils.	5	4	3	2	1	n/a
5.	Attempts to provide success in some area for each student.	5	4	3	2	1	n/a
6.	Provides instruction in the cognitive and affective domains.	5	4	3	2	1	n/a
7.	Shows proficiency in leading small and large group instruction.	5	4	3	2	1	n/a
8.	Uses resources and strategies appropriate to the needs of the class.	5	4	3	2	1	n/a

Assessment/Evaluation

1.	Uses a variety of instruments to diagnose, monitor and evaluate student performance.	5	4	3	2	1	n/a
2.	Analyzes, interprets and uses test results to modify instruction.	5	4	3	2	1	n/a
3.	Provides regular and immediate feedback to pupils.	5	4	3	2	1	n/a
4.	Uses learner feedback to assess teaching performance.	5	4	3	2	1	n/a

Professional Characteristics

1.	Fulfills responsibilities in a dependable and conscientious way.	5	4	3	2	1	n/a
2.	Receptive to suggestions for increased effectiveness.	5	4	3	2	1	n/a
3.	Serves as an appropriate role model for students.	5	4	3	2	1	n/a
4.	Communicates effectively with students, staff and parents.	5	4	3	2	1	n/a

Summary Comments:

Cooperating Teacher

Student Teacher

University Supervisor



FINAL DIRECTED TEACHING REPORT

Student Teacher _____ Date _____ Sem. _____ Year _____
School _____ City _____
Cooperating Teacher _____ Subject(s)/Grade(s) _____

Circle the number that best describes the performance of your student teacher; 5 represents the highest value and 1 represents the lowest value.

1. Personal Qualities	5	4	3	2	1
2. Planning for Instruction	5	4	3	2	1
3. Knowledge of Content	5	4	3	2	1
4. Classroom Environment	5	4	3	2	1
5. Classroom Management and Performance	5	4	3	2	1
6. Assessment/Evaluation	5	4	3	2	1
7. Professional Character	5	4	3	2	1

SUMMARY COMMENTS: (Important – please include the student’s name and your signature on any attachments.)

I have read this report and approve its release to prospective employers.

Student Teacher

Cooperating Teacher

University Supervisor

Please place a check after each competency that you saw your student teacher demonstrate during his/her directed teaching experience. Keep in mind that our student teachers are at the entry level of the profession and are not finished products.

PERSONAL QUALITIES:

1. Exhibits self-confidence, cooperation, and dependability. _____
2. Shows physical vitality and enthusiasm for teaching. _____
3. Demonstrates qualities of flexibility and adaptability. _____
4. Conveys a genuine concern and affection for all students. _____
5. Encourages pupils' feelings of self worth. _____
6. Works successfully with pupils of various backgrounds. _____
7. Relates with staff members and other adults in a comfortable manner. _____
8. Exhibits a lifestyle that reflects personal integrity, moral character. _____

PLANNING FOR INSTRUCTION:

1. Uses formal and informal procedures and diagnostic data to meet the needs of students. _____
2. Plans units, daily lesson plans, and procedures to carry out lessons effectively. _____
3. Assesses special needs of under-achieving, handicapped, talented, and multi-cultural students. _____
4. Prepares alternative activities for the reinforcement of learning. _____
5. Shows evidence of reading, studying, and time spent on gathering information for teaching. _____
6. Reveals a wide variety of teaching techniques in planning. _____
7. Shows an understanding and awareness of scope and sequence of the school's curriculum. _____
8. Demonstrates recognition of appropriate use of textbooks in planning. _____

KNOWLEDGE OF CONTENT AND LEARNING THEORIES:

1. Demonstrates command of subject matter. _____
2. Bases teaching decisions on research and sound learning theory. _____
3. Relates area of instruction to other content areas when possible. _____
4. Understands basic principles of psychology regarding child and/or adolescent development. _____
5. Seeks additional knowledge from many sources when needed. _____
6. Has a basic understanding of the essential elements of effective instruction (ITIP); is able to apply principles to classroom situation. _____

CLASSROOM ENVIRONMENT:

1. Establishes a positive and productive learning climate. _____
2. Formulates and upholds acceptable standards of pupil behavior. _____
3. Identifies and applies procedures for effective management of students. _____

4. Uses appropriate discipline techniques and consequences. _____
5. Attends to factors of ventilation, temperature, and lighting in the classroom. _____
6. Establishes an attractive classroom through use of bulletin boards, instructional pictures or posters, display of student work, learning centers, etc. _____
7. Works effectively with pupils in both small and large groups. _____
8. Has high, appropriate expectations for all pupils. _____
9. Provides opportunities for all students to experience success. _____

CLASSROOM PERFORMANCE:

1. Uses a variety of methods to meet student differences in learning style. _____
2. Selects and uses a variety of appropriate teaching strategies and resources to enhance learning. _____
3. Gives clear directions and assigns work that is relevant and reasonable. _____
4. Uses wisely a variety of audio-visual aides and supplementary materials. _____
5. Uses proper questioning techniques and secures pupil participation. _____
6. Demonstrates knowledge and application of the concept of time-on-task teaching. _____
7. Makes a smooth transition from one subject or type of activity to another. _____
8. Provides instruction in cognitive and affective domains. _____

ASSESSMENT/EVALUATION:

1. Uses a variety of assessment instruments, formal and informal, to diagnose, monitor and evaluate student performance. _____
2. Analyzes, interprets and uses test results to modify the teaching-learning process, select alternate activities, and keeps parents informed on pupil progress. _____
3. Provides regular and immediate feedback to students on performance. _____
4. Uses learner feedback to assess his/her teaching performance. _____

PROFESSIONAL CHARACTERISTICS:

1. Demonstrates knowledge of major issues and trends in education. _____
2. Serves as an appropriate role model for students. _____
3. Receptive to suggestions for increased effectiveness. _____
4. Exhibits a continuous quest for knowledge and professional growth. _____
5. Communicates effectively with students, colleagues and parents. _____
6. Functions as an educator on the basis of his/her teaching performance, interaction with students and ethical behavior. _____
7. Is aware of professional organizations, their functions and their ability to help the teaching profession. _____
8. Fulfills responsibilities in a dependable and conscientious manner. _____