



LAWRENCE UNIVERSITY
APPLETON, WISCONSIN

Information for Cooperating Teachers

This document provides an overview of student teaching at Lawrence University. Details can be found in Lawrence's *Teacher Certification Handbook*, which the student teacher can share with you.

Student Teaching Requirements

Student teaching is a semester-long course of 18 weeks, and student teachers are expected to be in school the full day following the same schedule as a regular teacher. (Fall student teachers who have not yet graduated must shift to a part-time basis in January when winter term courses begin; all other student teachers continue full time till the end of the semester.) If a student teacher will be absent due to illness or emergency, the student teacher must contact the cooperating teacher and school office to ensure coverage of their school responsibilities for the day.

With respect to teaching duties, Lawrence encourages a co-teaching approach to the school day, with the student teacher and cooperating teacher sharing and shifting responsibilities for different classes, units, lessons, or activities over the course of the semester. This mix of modeling and practice provides an optimal environment for student teachers to develop their knowledge and skills while maximizing student learning. Done well, a co-teaching approach provides ample time for thoughtful lesson planning and preparation, greater attention to the needs of small groups and individuals, more careful assessment and analysis of student learning, and the opportunity to observe or collaborate with other teachers in the building.

With this approach in mind, we do have several specific requirements:

1. That the student teacher write lesson plans in an approved format for every class, lesson, or activity they teach, and that these plans be kept in a notebook for review by the university supervisor;
2. That the student teacher not assume sole responsibility for planning and teaching more than two classes per day without approval from the university supervisor, and that where such permission is given, the student teacher not have more than two different preparations;
3. That the student teacher take sole responsibility for planning, teaching, and assessing the learning segment (3-5 lessons in one class) used for the edTPA, a teacher performance assessment completed during student teaching; and
4. That the student teacher attend a weekly seminar after school hours on the Lawrence campus (or in Chicago) to engage in collaborative problem-solving, to work on the edTPA and teaching portfolio, and to learn more about topics related to professional practice.

Expectations

For Student Teachers

Student teachers are expected to be at school for the full school day, to follow all school rules and procedures, and to fulfill all the duties and obligations of a regular classroom teacher. They are

expected to prepare comprehensive written lesson plans and to keep these in a notebook for review by the cooperating teacher and the university supervisor. They are expected to be professional in appearance and conduct at all times, to be responsible and reliable, and to interact positively with students, teachers, staff, administrators, and parents. And they are expected to be reflective and receptive to feedback, striving hard to become better teachers. A full list of student teacher expectations can be found in the *Teacher Certification Handbook*.

For Cooperating Teachers

We ask that you share your commitment to the teaching profession; that you provide plentiful opportunities for planning, experiencing, and reflecting; that you offer encouragement and constructive feedback; that you support interaction with other professionals in the building; and that you help the student teacher experience as many aspects of being a teacher as possible. As a mentor, you are the coach and model for this future teacher.

We also ask that you provide workspace for the student teacher, access to curriculum materials, and introductions to key personnel in the building. Please meet with the student teacher daily for planning and debriefing; our students welcome frequent feedback and constructive criticism. And we appreciate it if you could release the student teacher as soon as possible after the end of the school day so he or she can fulfill other work, university, and family obligations. If you have any concerns, please contact the university supervisor.

Evaluation

The university supervisor will observe the student teacher four times over the course of the semester and will provide you and the student teacher with a copy of the completed observation form after each visit. The first visit is scheduled in advance so that the university supervisor can meet with you to get acquainted and answer questions. Later visits may be pre-scheduled or unannounced, and you are welcome to contact the supervisor at any time.

Midway through the semester, the Education Department will send you an evaluation form to complete (a sample is appended below). An identical form will be completed by the university supervisor. Please use your evaluation as the basis for a conference with the student teacher, who will sign the form before it is returned to the department. At the end of the semester you will receive a second form to complete for a final evaluation to be included in the student teacher's portfolio. The final grade for student teaching (*satisfactory* or *unsatisfactory*) will be assigned by the university supervisor as required by university policy; your input is vitally important in determining this grade.

Around week 6 to 8 of the student teaching semester, the student teacher will need to complete the edTPA, a teacher performance assessment focused on a learning segment of 3 to 5 lessons in one class. The student teacher should take full responsibility for planning, teaching, and assessing the class during the learning segment. You can help the student teacher choose a suitable class and topic, identify focus students, videorecord the learning segment, and find time after the learning segment to write commentaries and prepare materials for submission. You can also help the student teacher by co-signing a letter of introduction at the start of the semester with a video release for parents to sign. The edTPA, which will be a state requirement for initial licensure, is a central part of the candidate's portfolio of evidence that he or she meets the program and state standards for certification. For more information about the edTPA, visit the Wisconsin edTPA website (<http://tepd.dpi.wi.gov/epp/edtpa>).

Finally, we should note that in rare cases we have required a student teacher to extend student teaching beyond the normal 18 weeks in order to acquire the skills and knowledge necessary to successful teaching and to demonstrate that he or she meets all of the program standards. Ideally, the student teacher would remain with you, but if that is not possible, we might seek your help to find a placement with another teacher in the building.

Confidentiality

Student teachers know that they must respect the confidentiality of any student records to which they have access; that they must remove identifying information from materials included in the teaching portfolio; and that classroom pictures, videorecordings, and student work cannot be shared or placed in any publicly accessible space, real or virtual, without prior permission. Classroom videos used to complete the teacher performance assessment should not reveal the identity of the school, district, or state, and may be viewed only by appropriate school and university personnel and the trained professionals who score the assessment. Any other use of the materials could result in denial or loss of the teaching license. If you have questions or concerns, please contact the university supervisor.

Contact Information

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