



LAWRENCE UNIVERSITY
APPLETON, WISCONSIN

Information for Cooperating Teachers

Student Teacher: _____

E-mail: _____ Phone: _____

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 (three to five 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 they 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 three to five 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 is a state requirement for initial licensure, is a central part of

the candidate's portfolio of evidence that they meet the program and state standards for certification. For more information about the edTPA, visit the Wisconsin edTPA website (<https://dpi.wi.gov/tepd/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 they meet all of the program standards. Ideally, the student teacher would remain with you; 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

Director of Teacher Education

Stewart Purkey
Associate Professor of Education &
Bee Connell Mielke Professor of Education
purkeys@lawrence.edu
(920) 832-6715

University Supervisor for Elementary

Stephanie Burdick-Shepherd
Assistant Professor of Education
stephanie.burdick-shepherd@lawrence.edu
(920) 832-6676

University Supervisor & edTPA Coordinator

Bob Williams
Professor & Chair
Mielke Family Department of Education
robert.f.williams@lawrence.edu
(920) 993-6276

Administrative Assistant

Katie Van Zeeland
katie.vanzeeland@lawrence.edu
(920) 832-6714

Lawrence University's Teacher Education Program Standards

Lawrence's teacher certification candidates must provide evidence that they meet all of our teacher education program standards, which are based on the Wisconsin state standards for teacher licensure. Your midterm and final evaluations are an important source of evidence for these standards and one of the few sources of evidence for standards about professional conduct.

Content Knowledge

1. Understands the central concepts, tools of inquiry, and structure(s) of the discipline and its connections with the various liberal arts and sciences.

Pedagogical Practice

2. Plans, organizes, and presents systematic instruction that makes the above aspects of the subject meaningful for students.
3. Uses a variety of instructional strategies, including instructional media and technology, to promote understanding.
4. Uses a variety of formal and informal assessment techniques to evaluate learning and adapt instruction.

Student Engagement

5. Uses effective verbal and nonverbal communication to foster active inquiry and engagement in learning.
6. Creates a supportive, productive learning environment that encourages positive social interaction, collaboration, and self-motivation.

Adaptive Expertise

7. Understands how children and adolescents learn and are motivated, individually and in groups, and teaches accordingly.
8. Matches instruction to differences in prior learning, ability, and exceptionality.
9. Demonstrates awareness of differences that arise from cultural background, gender, socio-economic status, or community context, and adapts instruction accordingly.

Professional Conduct

10. Acts in an ethical, professional manner and exhibits fairness, respect, and care in dealing with students.
11. Establishes positive relationships with school colleagues, parents, and agencies in the larger community.
12. Demonstrates the ability to be self-critical and to use feedback to improve teaching practice.

Educational Mission

13. Understands the role of education in a democracy and the relationship between school and society.

**Teacher Education Program
Student Teaching Evaluation**



Student Teacher _____

Cooperating Teacher _____

School _____

Subject and Grade Level Taught _____

Please check: MIDTERM EVALUATION FINAL EVALUATION

Directions: Using the rating scale below, please rate the candidate's performance for each indicator and add comments at the end. When you are finished, please discuss the evaluation with the student teacher, who must sign the form. Return the completed evaluation to Katie Van Zeeland, Administrative Assistant, Education Department, Lawrence University, 711 E. Boldt Way, Appleton WI 54911. If you have questions, please call the Education office at (920) 832-6714 or e-mail katie.vanzeeland@lawrence.edu.

RATING SCALE & CRITERIA	
4 Evident at an exemplary level	Indicates that performance of the desired behavior goes well beyond expectations for a pre-service teacher. (Reserved for truly outstanding performance.)
3 Consistently evident	Indicates that the desired behavior is always observed when called for. (Considered the target rating for a pre-service teacher.)
2 Sometimes evident	Indicates that the desired behavior is emerging; it is sometimes observed when called for, yet at other times is not observed when expected.
1 Not evident	Indicates that the desired behavior is not observed when called for.
NB No basis for evaluating	Indicates that the evaluator had no opportunity to observe the behavior.

This is a sample evaluation form. Forms will be mailed to you at 9 weeks and 18 weeks.

1 Not evident	2 Sometimes Evident	3 Consistently evident	4 Evident at an exemplary level
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Content Knowledge

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|---|---|---|---|---|----|
| 1. Understands the central concepts, tools of inquiry, and structure of the discipline. | 1 | 2 | 3 | 4 | NB |
| 2. Demonstrates a sense of proportion for what is important to be taught. | 1 | 2 | 3 | 4 | NB |
| 3. Demonstrates ability to make connections among the liberal arts and sciences and to draw upon various disciplines in presenting lessons. | 1 | 2 | 3 | 4 | NB |

Pedagogical Practice

- | | | | | | |
|---|---|---|---|---|----|
| 4. Prepares comprehensive written lesson plans specifying learning objectives and providing for on-going assessment of learning. | 1 | 2 | 3 | 4 | NB |
| 5. Understands course/unit objectives and translates them into effective and varied learning activities. | 1 | 2 | 3 | 4 | NB |
| 6. Typically engages students in multiple types of learning activity each class period. | 1 | 2 | 3 | 4 | NB |
| 7. Exhibits ability to translate content knowledge into meaningful learning activities that lead to learning for understanding. | 1 | 2 | 3 | 4 | NB |
| 8. Consistently engages students in the production of knowledge, discourse, or artifacts that demonstrate learning. | 1 | 2 | 3 | 4 | NB |
| 9. Uses various forms of instructional technology to promote student engagement and learning and to assess individual student progress. | 1 | 2 | 3 | 4 | NB |
| 10. Uses a variety of formal and informal assessment techniques to evaluate student learning. | 1 | 2 | 3 | 4 | NB |

Student Engagement

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|---|---|---|---|---|----|
| 11. Understands the relationship between classroom order and learning and manages the classroom accordingly. | 1 | 2 | 3 | 4 | NB |
| 12. Establishes and dispatches classroom routines and procedures promptly and smoothly. | 1 | 2 | 3 | 4 | NB |
| 13. Uses an engaging and challenging curriculum and instructional techniques that contribute to maintaining order. | 1 | 2 | 3 | 4 | NB |
| 14. Uses effective verbal and nonverbal communication techniques to foster active inquiry and engagement in learning. | 1 | 2 | 3 | 4 | NB |
| 15. Fosters a learning environment that encourages positive social interaction and collaboration. | 1 | 2 | 3 | 4 | NB |
| 16. Creates situations that lead to increased student responsibility, confidence and self-motivation. | 1 | 2 | 3 | 4 | NB |
| 17. Is quick to sense and respond appropriately to behavior problems. | 1 | 2 | 3 | 4 | NB |
| 18. Is fair and consistent in dealing with classroom management and student behavior problems. | 1 | 2 | 3 | 4 | NB |

This is a sample evaluation form. Forms will be mailed to you at 9 weeks and 18 weeks.

Adaptive Expertise

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|--|---|---|---|---|----|
| 19. Plans, organizes, and delivers lessons reflecting an understanding of how youth learn and are motivated, individually and in groups. | 1 | 2 | 3 | 4 | NB |
| 20. Organizes content consistent with needs and level of class taught. | 1 | 2 | 3 | 4 | NB |
| 21. Teaches in a manner that responds to the needs of individuals and adapts instruction as necessary to promote learning. | 1 | 2 | 3 | 4 | NB |
| 22. Matches instruction to differences in prior learning or ability. | 1 | 2 | 3 | 4 | NB |
| 23. Works effectively with students with disabilities or special needs. | 1 | 2 | 3 | 4 | NB |
| 24. Adapts instruction to differences that arise from cultural background, gender, ethnicity, or socio-economic status. | 1 | 2 | 3 | 4 | NB |

Professional Conduct

- | | | | | | |
|---|---|---|---|---|----|
| 25. Exhibits the emotional balance, self-confidence, vitality, and sense of humor requisite to effective teaching. | 1 | 2 | 3 | 4 | NB |
| 26. Presents a neat, professional appearance and demeanor. | 1 | 2 | 3 | 4 | NB |
| 27. Displays interest in and enthusiasm for the subject taught. | 1 | 2 | 3 | 4 | NB |
| 28. Has voice and mannerisms that contribute positively to the presentation of material and student learning. | 1 | 2 | 3 | 4 | NB |
| 29. Exhibits fairness, respect, and care in dealing with students. | 1 | 2 | 3 | 4 | NB |
| 30. Evidences a genuine interest in students and their well-being. | 1 | 2 | 3 | 4 | NB |
| 31. Establishes a learning environment characterized by mutual respect and tolerance. | 1 | 2 | 3 | 4 | NB |
| 32. Establishes positive relationships with school colleagues, parents, and agencies in the larger community. | 1 | 2 | 3 | 4 | NB |
| 33. Is reliable and prompt in the execution of classroom and school duties and responsibilities. | 1 | 2 | 3 | 4 | NB |
| 34. Participates in department and school meetings, programs, and activities. | 1 | 2 | 3 | 4 | NB |
| 35. Accepts responsibility for students' learning and school success. | 1 | 2 | 3 | 4 | NB |
| 36. Responds positively to criticism and suggestions for change. | 1 | 2 | 3 | 4 | NB |
| 37. Is self-critical and reflective about his/her teaching practice and works hard at becoming a knowledgeable and skilled teacher. | 1 | 2 | 3 | 4 | NB |

Educational Mission

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|---|---|---|---|---|----|
| 38. Demonstrates awareness of the role of education in a democracy and the relation of school to society. | 1 | 2 | 3 | 4 | NB |
| 39. Models and encourages engagement in the civic life of the school and community. | 1 | 2 | 3 | 4 | NB |

This is a sample evaluation form. Forms will be mailed to you at 9 weeks and 18 weeks.

Overall Evaluation

Compared with others of similar experience, how would you rate this student teacher's performance?

- Poor Below Average Average Above Average Superior

Have students learned from this student teacher? What is the evidence of student learning?

What are the student teacher's particular strengths?

What are areas for improvement?

Evaluator Signature _____ **Date** _____

Please check: COOPERATING TEACHER UNIVERSITY SUPERVISOR

Student Teacher Signature _____ **Date** _____

(Student teacher must sign evaluation)