



Student Teaching Handbook

*College of Profession Studies
Division of Teacher Education*



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Overview of Student Teaching

Student teaching is the culminating experience of the various teacher education programs at Albany State University. It is a semester-long, full-day experience during which student teachers work with experienced classroom teachers and an university supervisor to integrate educational theory and content area knowledge in a supervised teaching experience.

The student teaching experience is organized so that students gradually assume greater responsibility for planning and carrying out instruction in the setting/s to which they have been assigned. Throughout the experience, the student teacher will work with pupils individually and in small and large groups, plan units of instruction and daily lessons, evaluate pupil's learning, assume some of the non-teaching responsibilities typically assigned to teachers, and participate in conferences about his/her teaching.

Each student teacher will also be enrolled in the student teaching seminar. The seminar provides students with opportunities to discuss their teaching experiences with their peers and to explore topics related to the work they are doing in the schools. Together, the student teaching experience and seminar are designed to promote growth in the abilities to act, think, and talk reflectively about the practical realities of teaching.

Albany State University College of Education Conceptual Framework

Reflective Transformative Practitioner (Initial and Advanced)

1. a. Demonstrates understanding and the ability to select, construct, and use various types of formal and informal assessment instruments, and make instructional decisions about student learning and development.

1. b. Demonstrates understanding and the ability to communicate student’s progress to other professionals and parents.

1. c. Demonstrates understanding and the ability to apply National, State, University/College, and professional standards to positively impact student learning.

1. d. Demonstrates understanding and the ability to reflect on professional practices, develop a plan for professional growth, and implement that plan.

1. e. Demonstrates understanding and the ability to construct research-based inquiry and use the findings to positively impact student learning.

Culturally-responsive Practitioner:

2. a. Demonstrates understanding, knowledge of and respect for cultural diversity (e.g., gender, ethnicity, religion, socioeconomic status, sexual orientation, disability, cultural background, language) as it relates to student performance and achievement.

2. b. Demonstrates cultural competence and objectivity in assessing, planning and implementing instructional strategies.

2. c. Demonstrates the ability to communicate and collaborate with students, parents, schools and community personnel in a culturally responsive manner.

Technology-Competent Practitioner:

3. a. Demonstrates understanding and the ability to integrate technology into curricula and administrative routines.

3. b. Demonstrates understanding and the ability to use multimedia tools and applications to conduct research and analyze data.

3. c. Demonstrates understanding and the ability to use technology in the teaching and learning process, collaborating and networking with colleagues to enhance professional growth.

Qualifications for Student Teaching

To qualify for student teaching, an Albany State University student must:

1. Be formally accepted into the Teacher Education Program
2. Take and pass the GACE Content Area Assessment(s), *Exception: Fall 2020 ***ONLY***
3. Successfully completed Educator Preparation Practicum I, II, & III, including working with persons with disabilities, different ethnic and socioeconomic backgrounds,
4. Have a cumulative GPA of 2.50
5. Have completed and submitted the forms giving permission to complete a criminal background check
6. Provided a copy of your driver's license or RAMID
7. Complete a student teaching Application
8. Have met with your COE academic advisor to review program requirements and complete an unofficial audit
9. Have a valid Pre-service Certificate
10. Have completed Beginning School Experience

Objectives for the Student Teaching Experience

Through their work in the schools and their participation in the student teaching seminar, Albany State University student teachers should accomplish these major objectives:

1. Develop a working understanding of how schools are organized and governed.
2. The responsibilities of individual teachers within that system.
3. Build positive professional relationships with their students, students’ parents, cooperating teacher(s), other members of the school and district staff, college supervisor, and fellow student teachers.
4. Become increasingly knowledgeable about individual and developmental growth patterns and how they can affect the learning process.
5. Articulate a classroom management approach that is based on a clear understanding of the curriculum and the developmental needs of students.
6. Design and implement unit and lesson plans incorporating a variety of teaching-learning strategies, motivational techniques, and assessment tools.
7. Make a realistic assessment of teaching strengths and areas that can be improved.
8. Engage in reflective thinking about and discussion of teaching in light of student teaching experiences.
9. Develop a greater understanding of the range of pedagogical, administrative, and supervisory responsibilities assigned to classroom teachers.
10. Participate in regular conferences with the college supervisor and cooperating teacher to assess professional development in the areas of planning, teaching, and classroom management.
11. Develop a resume, credential file, and electronic professional development portfolio in preparation for conducting a job search.

The University Supervisor’s Responsibilities

Each university supervisor is expected to:

1. Meet with the student teacher and cooperating teacher during the first two weeks of the student teaching assignment.
2. Work with the student teacher and cooperating teacher to establish a schedule for the student teacher’s assumption of teaching responsibilities.
3. Work with the student teacher and cooperating teacher to define a topic for the instructional unit to be designed and taught by the student teacher.
4. Complete a minimum of three hour-long observations of the student teacher every nine weeks, making sure that observations take place in a variety of classes over the course of the quarter.
5. Keep a written record of each observation and give one copy to the student teacher and place one in the student teacher’s file.
6. Conference with the student teacher after each observation to provide feedback about the student teacher’s performance and suggestions as to the strengths and weaknesses of the lesson observed.
7. Meet with the cooperating teacher regularly to discuss the progress of the student teacher’s work.
8. Arrange and participate in a minimum of two conferences with the student teacher and his/her cooperating teacher(s) per nine weeks.
9. Provide guidance as the student teacher develops her/his teacher work sample.
10. Complete a formal final evaluation of each student teaching placement, share it with the student teacher and cooperating teacher, and file a copy in the student teacher’s file.
11. Provide the student teacher with an evaluation of his/her professional development relative to the Albany State University Standards for Teacher Education (which incorporate the Conceptual Framework) and the appropriate Georgia Performance or Common Core Standards.

The Cooperating Teacher's Responsibilities

The cooperating teacher is expected to:

1. Meet with the student teacher prior to the beginning of his/her student teaching semester to discuss teaching plans and materials.
2. Introduce the student teacher to students, teachers, staff members, and administrators and orient him/her to the school building, policies, and procedures.
3. Work with the student teacher and university supervisor to arrange a schedule for the student teacher's assumption of teaching responsibilities.
4. Work with the student teacher and college supervisor to identify a topic for the instructional unit to be designed and taught by the student teacher. At unit's end document the completion of unit teaching on the form provided.
5. Set aside times each day to meet with the student teacher to discuss instructional plans and other instructional issues.
6. Conduct a planned observation of the student teacher at least three times per nine weeks and provide written feedback about his/her teaching using the observation form provided by Albany State University. Copies of the completed observation form should be given to the student teacher and university supervisor.
7. Meet with the college supervisor regularly to discuss the student teacher's progress.
8. Participate in at least two conferences with the student teacher and university supervisor.
9. Complete a formal final evaluation of the student teacher's performance using the forms provided by the university.
10. Copies of the completed forms should be given to the student teacher and the university supervisor.
11. Work with the student teacher as she/he develops a resume and portfolio to use in the job search process.

The Student Teacher's Responsibilities

Each Albany State University student teacher is expected to:

1. Meet with his/her cooperating teacher(s) before the beginning of the student teaching semester to discuss teaching plans and materials.
2. Make arrangements that will allow him/her to maintain the calendar and daily schedule set by the cooperating school district.
3. Prepare for student teaching by reading available curriculum guides and materials before the beginning of the student teaching semester.
4. Complete a survey activity to identify resources in the school and community.
5. Work with the cooperating teacher and college supervisor to identify a topic for which a unit of instruction can be developed.
6. Develop, teach, and self-evaluate an instructional unit.
7. Prepare unit and daily plans that incorporate a variety of teaching strategies, materials, motivational techniques, and assessment tools.
8. Demonstrate knowledge, understanding of, and ability to apply the Georgia Performance Standards, and the Conceptual Framework Standards.
9. Keep accurate records of students' work and progress.
10. Participate in the non-teaching tasks that are typically assigned to teachers (e.g., lunch duty, hall duty, record-keeping, conferencing, and committee work).
11. Strengthen classroom management skills.
12. Participate in school events that allow informal interaction with parents, other teachers and school personnel.
13. Complete self-evaluations in preparation for conferences with the cooperating teacher and college supervisor.
14. Prepare a resume, credential file, and electronic professional development portfolio and participate in college-sponsored mock interviews.
15. Prepare for and attend all scheduled sessions of the weekly student teaching seminar.

Attendance Policy

The student teacher is expected to adhere to the semester calendar and daily schedule of the school district in which he/she is placed. Thus, the student teacher will be at the school on all days and at all times prescribed for the professional staff. Whenever the school district and university calendars are inconsistent, the calendar of the district should be followed.

As a general rule, a student teacher should not be absent from his/her assignment. Excessive absences can result in termination of the student teaching placement.

The Division of Education at Albany State University recognizes two types of legitimate absence from student teaching: (1) absence due to personal illness or family emergency, and (2) absence due to participation in a college-sponsored activity. The procedures for handling these two types of absence are outlined below.

- (1) If a student teacher must be absent from school due to personal illness or a family emergency, the student teacher should call the cooperating teacher and university supervisor by 7:00 AM on the first day of the absence. If possible, these phone calls should be made the evening before the absence will occur. The student teacher should also notify the cooperating teacher and university supervisor before the end of the day about his/her plans for the next school day. To the extent possible, the student teacher should provide instructional plans for the classes he/she would have taught during the absence. The university supervisor and cooperating teacher will hold a conference with the student teacher in the event that a personal illness or family emergency causes him/her to be absent for more than three days.

- (2) Students may be excused from student teaching to participate in college-sponsored events (i.e. graduation and career fair). When such participation does not cause undue disruption to the student teaching experience or cause the student to miss more than a total of 3 days of student teaching during the semester. The student teacher must request permission for each such absence from the cooperating teacher and university supervisor at least one week before the absence will occur. Either person has the authority to deny such a request. Persons who anticipate a need to be absent from student teaching for a total of three or more days due to participation in college-sponsored events must make arrangements to begin student teaching early, or extend it, to compensate for those days. Permission for multiple day absences due to participation in college-sponsored events will generally not be granted after the beginning of the student teaching assignment.

The cooperating teacher and university supervisor are responsible for monitoring the attendance of each student teacher. If a problem occurs with attendance, a conference with the student teacher will be scheduled immediately. The cooperating teacher may report problems with attendance to the Director of Field and Clinical Experiences.

Standards for Professional Dress Policy

Dressing for success has three main effects for student teachers:

1. Maintain respect
2. Establish credibility
3. Establish yourself as an authority figure

Dressing for success and following the established student teacher dress code policy will help you obtain the respect and credibility necessary from students and parents. Students will tend to model the behavior and appearance they see in the classroom. An effective student teacher will dress appropriately as a professional educator to model success. Your respect in the classroom begins with your appearance and you should strive to be a positive role model for each student. In addition, teachers must dress professionally for teacher parent conferences and open house to gain the respect of each parent. Making a good impression upon parents during a teacher parent conference or open house will help to foster a productive relationship to help the child excel in the classroom. If a student teacher chooses to disregard the dress code policy for a teacher parent conference, parents may lose respect and admiration for the student teacher in question. Establishing yourself as an authority figure by following the dress code policy and the established rules of the school will help instill a sense of integrity with each student.

Student teachers should dress conservatively during an interview. Dressing for success during an interview will allow the interviewer to focus on the wonderful attributes and skills the applicant can bring to the job, rather than the appearance or dress of the individual. Dressing for success is crucial during a job interview since first impressions are key to help the individual obtain a teaching position.

Dress for success – Men:

- Suits- Should be conservative style (navy or gray) with a white shirt and tie
- Dress slacks- No jeans
- Dress shirts – Should always be tucked in
- Shoes- Should be shined
- Blazer/Sport Coat - Should be worn to off-site meetings, teacher parent conferences and open house
- All belts should be worn appropriately
- Fragrance should be used sparingly
- Hair should be natural looking

Dress for success – Women:

- Dresses – Professional length and professional fit
- Dress slacks
- Skirts – Length must fall below the knee
- Midriff tops should not be worn
- Shoes- Should be closed heel and pump style
- Shoes- No tennis shoes
- Make-up – Should be non-distracting
- Fragrance should be used sparingly
- Body piercing and tattoos- Should not be exposed, if possible
- Hair should be natural looking

GENERAL PROFESSIONAL DRESS (Work Attire) FOR SUCCESS TIPS:

- Clothing should be clean
- Clothing should not be wrinkle
- Clothing should not be frayed
- Overall personal grooming should be maintained
- Attire should be appropriate for school setting (*Speak with principal, if unsure)
- Shoes should be maintained –Clean/shined

SCHOOL DRESS FOR SUCCESS EXCEPTIONS:

- Administrative approved athletic attire may be worn (i.e. Health and Physical Education)
- Administrative approved school spirit wear
- Administrative approved dress-down attire
- Administrative approved special day attire (i.e. Field Day, Reading Across America Day, etc.)

*Candidate must notify university supervisor of all dress for success exceptions day(s)/date(s) prior to following the said exception(s)

Schedule for the Assumption of Teaching Responsibilities

As a general rule, each student teacher should have full-time teaching responsibilities for at-least one-half of his/her student teaching assignment. A schedule for the gradual assumption of teaching responsibilities should be worked out by the student teacher, cooperating teacher(s), and university supervisor during the first two weeks of each student teaching assignment. The recommended pattern for this schedule moves through a series of stages that progress in logical sequence from one to the next. The stages are:

1. Observation (no more than two weeks),
2. Participation with the cooperating teacher in lessons,
3. Increasing assumption of responsibilities for planning and instruction,
4. Full-time teaching,
5. Gradual return of instructional responsibilities to the cooperating teacher.

The schedule should include time for the student teacher to meet with the cooperating teacher/s on a daily basis and to observe other teachers in the building.

Policy on Substitute Teaching During the Student Teaching Semester

Student teaching is designed to be a closely supervised experience during which a student teacher assumes classroom teaching responsibilities with the continuing guidance and supervision of a cooperating teacher and a university supervisor. Having a student teacher act as a substitute teacher raises significant liability issues for the school system, Albany State University, and the student teacher. **Therefore, it is the policy of the Division of Education that our student teachers should not serve as substitute teachers during the absence of their cooperating teacher or any other teacher during the student teaching semester.** They may take primary responsibility for teaching lessons during the absence of their cooperating teacher, but a qualified substitute teacher should be assigned to the classroom for the term of the absence.

Policy Governing Student Teaching Removal

Student teachers will be removed from the student teaching process if the principal, university supervisor, and/or cooperating teacher recommend their removal. The removal will be justified by official documentation, which indicates that the student teacher jeopardized the well-being of the students or the instructional process at the school. If the documentation also indicates that the student teacher had adequate time and opportunity to remediate the problem(s) and did not successfully work with the school to resolve the problems, then the student is removed and he/she is not placed in another setting during the same semester. **Two unsuccessful attempts at student teaching will result in removal from the program.**

The university supervisor may recommend that a student teacher be removed from a particular assignment and re-assigned to another setting when there is sufficient evidence that such a move is warranted. Examples for removal of a student teacher are: inappropriate behavior or language towards students/personnel, any criminal behavior on or off the school's grounds such as, alcohol, drugs and weapon possessions, and any failure to adhere to the schools' policies and procedures such as excessive tardiness/absences/early leaves, cell phone usage, or dress code violations. The **final decision** regarding any change in student teaching assignments rests with the **Director of Clinical and Field Experiences**.

Evaluation and Grading Policy for Student Teaching

The evaluation practices applied to student teaching by the faculty of the Division of Education at Albany State University are based on three basic assumptions about the nature of the student teaching experience.

Those assumptions are:

1. Student teaching is a critical early stage in the professional development process.
2. Student teachers gain more professionally if they are challenged to think deeply about their student teaching experiences. The cliché “individuals learn best from experience” must be tempered with the understanding that what a person learns from an experience is largely dependent upon how well he/she thinks about it.
3. A chief virtue of the student teaching experience is the opportunity it provides for preservice teachers to work in a classroom with the guidance of experienced professionals.

Working from these assumptions, the evaluation of student teaching at Albany State University is designed to (1) emphasize that success in student teaching is measured as progress toward mastery of the complex teaching skills and abilities; (2) engage the student teacher in a reflective dialogue about her/his teaching experiences; and (3) provide the student teacher with feedback about her/his teaching from university and public school personnel.

Evaluation of a student teacher’s performance takes into account observational data, documentary evidence (e.g., lesson and unit plans), and self-evaluations. Observations of lessons by the university supervisor and cooperating teacher are the chief tools used to assess a student teacher’s progress. Over the course of a semester-long student teaching experience, the student teacher can expect to be observed a minimum of four times—two by the college supervisor and two by the cooperating teacher. Other school or college personnel may also conduct observations with the permission of the student teacher and college supervisor. All observations should be conducted in accordance with the following guidelines:

1. The observer should tell the student teacher that an observation is being conducted before it begins. (Note: This does not mean that all observations must be scheduled in advance.)
2. The observer should observe lessons in their entirety.
3. The observer may request a copy of the written plan for the lesson being observed either before or after the observation.
4. The observer should avoid interrupting a lesson in any way.
5. The observer should confer with the student teacher about the observation within 24 hours of completing it.
6. The observer should complete the **Field and Clinical Evaluation Rubric** via Livetext link. This should be signed by the student teacher, university supervisor and cooperating teacher as indicated on the form within 48 hours of an observation.

At midterm and the conclusion of each placement, the university supervisor will convene triad conferences of the university supervisor, cooperating teacher, and student teacher. Each participant in the conference should review available observation reports and complete the **Field and Clinical Evaluation Rubric** prior to the conference. This form elicits a detailed assessment of the student teacher’s academic preparation and performance as a classroom instructor. It is used as a focus for discussion in the triad conferences, and all copies of it are filed in the student teacher’s Teacher Education Department file.

Student teaching at Albany State University is graded solely on a Pass-Fail basis. A grade of Pass indicates work of “S” quality. In application to student teaching, this grading system encourages attention to the various criteria specified on the **Field and Clinical Evaluation Rubric**, rather than to a single grading scale. In the rare case when a grade of “U” could be warranted, the university supervisor and cooperating teacher will work closely with the student so a timely decision about withdrawing from student teaching can be made.

Requirements for Approval for Certification

1. Earned bachelor's degree and completion of the appropriate teaching major/minor and professional education sequence for the certificate being sought with a minimum overall GPA of 2.50.
2. Completion of a full-time, full-semester student teaching placement with satisfactory evaluations by the cooperating teacher(s) and university supervisor.
3. Pass a national background check
4. Successful completion of the student teaching seminar.
5. Earn passing score on GACE Ethics Exit Examination
6. Completion of an application for certification in Georgia.

Liability Coverage During Student Teaching

Students are encouraged to join the student branch of an education association during their student teaching. Membership in an educational association carries a professional liability insurance policy and access to legal counsel through the association. Links to various organizations are located on the Division of Education website.

APPENDIX

Student Teaching Self-Evaluation

Name: _____ Mid-Term _____ Final
School: _____ Class or Grade Taught: _____
City: _____ Cooperating Teacher: _____
University Supervisor: _____

Dates of Student Teaching

Beginning Date: _____ Ending Date: _____

Attendance Record

No. Days Present

No. Days Absent

No. Times Tardy

Purpose of Evaluations

The attached report form is designed to help you record, summarize and appraise your student teaching experience. Each report should provide information about you as a student teacher in action, so that your college supervisors may be more effective in helping you to develop competencies required for successful training.

Due Dates

You should be prompt in submitting the reports in Livetext for your **mid-term** and **final self-evaluation**.

1. I participated in the following in-classroom activities:
2. I participated in the following out-of-class activities:
3. I have done the following reading in connection with student teacher responsibilities:
4. Summarize below what you considered to be the most significant experiences during your student teaching.
5. Describe the activities that you have developed during your total teaching experiences.
6. Reflect on your ideas at this point about the student teaching experience.
 1. What might be done in order to increase the value of your student teaching experience?
 2. Seminar meetings are scheduled to provide opportunities for you to study and discuss in considerable detail the problems of education that have emerged from your student teaching

experience. List below the questions or problems you would like to have discussed at the next seminar.

3. REMARKS – Use the space below to make whatever remarks you desire.

Note: Please share this report with your cooperating teacher and have him/her to sign.

Signature: _____ Date: _____

STUDENT TEACHER CHECKLIST

The following items should be checked by student teachers to indicate their exposure to selected experiences. While exposure to all experiences is not required, Student Teachers should attempt to gain as many as possible.

1. ___ Read the Student Teaching Handbook.
2. ___ Attended Orientation and Computer Technology Training Sessions.
3. ___ Reviewed literature dealing with teaching methods.
4. ___ Examined materials and aids available in the community.
5. ___ Checked resources available in the community.
6. ___ Met school administrator(s).
7. ___ Reviewed the system's philosophy, Mission Statement, etc.
8. ___ Toured the town, noting sections where student live, parks, government buildings, etc.

BUILDING ORIENTATION

1. ___ Became acquainted with the general layout of the building.
2. ___ Met the principal and the teachers of the building.
3. ___ Read the philosophy of the school.
4. ___ Read the school's policies and procedures.
5. ___ Studied the fire drill, bomb threat, and other emergency regulations.
6. ___ Became acquainted with available materials and equipment.
7. ___ Studied the curriculum guide.
8. ___ Visited the library and/or media center.
9. ___ Visited the school office and/or other offices.

Curriculum Related Experiences

1. ___ Secured copies of textbooks and materials to be used.
2. ___ Reviewed materials already learned by the students.

3. ___ Received an indication of materials to be taught.
4. ___ Examined lesson plans used by the cooperating classroom teacher.
5. ___ Filled out and discussed observation reports with the cooperating teacher.
6. ___ Learned about the grouping philosophy.
7. ___ Studied cumulative records of the students to be taught.
8. ___ Prepared bulletin board displays and took pictures of them.
9. ___ Planned and executed a field trip.
10. ___ Held a conference with a parent.
11. ___ Visited and observed other teachers and classrooms.
12. ___ Observed or worked with a student club or activity group.
13. ___ Planned various units to be taught.
14. ___ Prepared and administered a unit test.
15. ___ Used test results to improve teaching.
16. ___ Wrote anecdotal notes on students.
17. ___ Aided in preparing pupil progress reports.
18. ___ Planned and executed remedial measures with a student in the class.
19. ___ Administered and scored a standardized test.
20. ___ Initiated and kept attendance records on students.
21. ___ Taught first lesson (no later than week two).

CO-CURRICULAR EXPERIENCES

1. ___ Attended a faculty meeting
2. ___ Attended a professional meeting or conference.
3. ___ Helped plan an assembly program.
4. ___ Observed or worked with a club or activity group.
5. ___ Attended a PTA/PTO meeting.
6. ___ Participated in a fire, tornado, active shooter, etc. drill.
7. ___ Attended a school-sponsored event for the community.
8. ___ Attended a sports event, dance, school party, etc.

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**MUST BE SIGNED AND SUBMITTED UPON
RECEIPT**

I have read and understood the information that is placed in this handbook.

Signed by: _____ Date: _____