



# Student Teaching Handbook Teacher Education Department



AY 2015-2016

All candidates are held to the policies outlined in the student handbook and Hamline University's code of conduct.



# Contents

<b>Section 1: General Information</b> .....	<b>5</b>
1.1 Hamline University Contacts .....	5
1.2 About Hamline University.....	6
1.3 Teacher Licensure .....	6
1.4 Paths to Licensure.....	6
1.5 Conceptual Framework.....	6
1.6 Anti-Discrimination Policy.....	7
<b>Section 2: The Teacher Candidate</b> .....	<b>9</b>
2.1. Placement.....	9
2.2 Student Teaching Orientation.....	11
2.3 Liability Insurance.....	11
2.4 Background Checks .....	11
2.5 Student Teaching Placement Length & Credit Requirements .....	12
2.6 Workshops and Assignments.....	13
2.7 Seminar .....	13
2.8 Disability Services .....	14
2.9 Professional Expectations.....	14
2.10 Mandatory Reporting.....	14
2.11 Confidentiality.....	15
2.12 Substitute Teaching.....	15
2.13 Licensure .....	15
2.14 Illness/Medical Emergency.....	15
<b>Section 3: The Cooperating Teacher</b> .....	<b>17</b>
3.1 Initial Contact with Teacher Candidate.....	17
3.2 Co-Teaching.....	17
3.3 Initial Meeting.....	17
3.4 Daily Collaboration.....	17
3.5 Observation and Feedback.....	17
3.6 Lesson Plan Review .....	18
3.7 Formal Evaluations of the Teacher Candidate.....	18
3.8 Letter of Recommendation .....	18
3.9 Confidentiality.....	18
3.10 Seminar .....	18
3.11 Honorarium and Clock Hour Certificate.....	19
3.12 Questions and Concerns .....	19

<b>Section 4: The University Supervisor .....</b>	<b>21</b>
4.1 Co-Teaching.....	21
4.2 Initial Meeting.....	21
4.3 edTPA.....	21
4.4 Observations .....	21
4.5 Post-observation Conferences .....	21
4.6 Formal Evaluations of the Teacher Candidate.....	21
4.7 Exit Conference.....	22
4.8 Seminar .....	22
<b>Section 5: Teacher Candidate Placement/Performance Issues .....</b>	<b>25</b>
5.1 Placement .....	25
5.2 Performance/Improvement Plan .....	25
5.3 Performance/Removal (With Opportunity for Reentry) .....	25
5.4 Performance/Removal (Without the Opportunity for Reentry).....	25
5.5 Appeals.....	26
<b>Section 6: Appendix of Resources.....</b>	<b>27</b>
6.1 Checklist for Initial Meeting.....	27
6.2 Co-Teaching Calendars .....	29
6.3 Suggested Placement Schedules.....	33
6.4 Supervisor Observation Form .....	35
6.5 Co-Teaching.....	37

## Section 1: General Information

### 1.1 Hamline University Contacts

Hamline Contact	Responsibilities
<p><b>Marcia Rockwood</b>  <b>Student Teaching Seminar Faculty</b>  Drew Residence Hall Suite 72-B  <a href="mailto:mrockwood@hamline.edu">mrockwood@hamline.edu</a> 651-523-2938</p> <p><b>Jennifer Carlson</b>  <b>Student Teaching Seminar Faculty</b>  Drew Residence Hall Suite 191  <a href="mailto:jcarlson17@hamline.edu">jcarlson17@hamline.edu</a> 651-523-2494</p>	<p>Primary contacts for teacher candidates, cooperating teachers and university supervisors</p>
<p><b>Dana Coleman</b>  <b>Clinical Placement Coordinator</b>  Drew Residence Hall Suite 72-F  <a href="mailto:dcoleman02@hamline.edu">dcoleman02@hamline.edu</a> 651-523-2568</p>	<p>Primary point of external contact between Hamline and school district representatives</p>
<p><b>Jesson Hunt</b>  <b>Student Placement Coordinator</b>  Drew Residence Hall Suite 72-G  <a href="mailto:jhunt03@hamline.edu">jhunt03@hamline.edu</a> 651-523-2683</p>	<p>Coordinates internal operations for teacher candidates, cooperating teachers and university supervisors</p>
<p><b>Bill Binkelman</b>  <b>License Certification Officer</b>  Drew Residence Hall 118  <a href="mailto:wbinkelman@hamline.edu">wbinkelman@hamline.edu</a> 651-523-2466</p>	<p>Teacher Licensing  Primary contact for questions about MTLE</p>
<p><b>Rachel Endo</b>  <b>Department Chair</b>  Drew Residence Hall Room 190  <a href="mailto:rendo01@hamline.edu">rendo01@hamline.edu</a> 651-523-2960</p>	<p>Oversees Teacher Education Department</p>
<p><b>Michelle Benegas</b>  <b>edTPA Coordinator</b>  <a href="mailto:mbenegas01@hamline.edu">mbenegas01@hamline.edu</a></p>	<p>Primary contact for edTPA procedures and requirements</p>
<p><b>Kathy Briguet</b>  <b>Adjunct Faculty Liaison</b>  <a href="mailto:kbriguet01@hamline.edu">kbriguet01@hamline.edu</a></p> <p><b>Terry Gluek</b>  <b>Adjunct Faculty Liaison</b>  <a href="mailto:tgluek01@hamline.edu">tgluek01@hamline.edu</a></p>	<p>Provides leadership and support for teacher candidates, university supervisors and school partnerships</p>

## 1.2 About Hamline University

Hamline University, founded in 1854 as Minnesota's first university, is a nationally ranked, private liberal arts institution with more than 3,000 degree-seeking students in the College of Liberal Arts (CLA), School of Education and School of Business. Future and continuing educators find several options to meet their needs, including the MAT initial licensure program, the additional licensure program, continuing professional development for teachers, the Center for Excellence in Urban Teaching, the Center for Global Environmental Education, the Master of Arts in Education and the doctorate in educational leadership.

## 1.3 Teacher Licensure

The Teacher Education Department strives to prepare outstanding teachers who will exceed standards of effective practice. Our excellent faculty members work with effective and responsible teacher candidates who care deeply about the welfare of all communities, families and students. Bridging course work to classroom application, the department maintains a strong academic reputation through an extensive internal review process. The Hamline School of Education is accredited by the Minnesota Board of Teaching (BOT) and the National Council for the Accreditation of Teacher Education (NCATE). Our ESL programs are also nationally recognized by the Teachers of English to Speakers of Other Languages (TESOL).

## 1.4 Paths to Licensure

### 1.4.1 Master of Arts in Teaching (MAT)

The Master of Arts in Teaching licensure program provides an opportunity for eligible students who hold an undergraduate Bachelor's degree to earn a Minnesota teaching license through graduate-level coursework. Post student teaching, these students may then earn the MAT advanced degree by completing an additional 12 credits of coursework. In keeping with Hamline University's vision, the MAT program strives to prepare teachers for life, leadership and service in the 21st century.

### 1.4.2 Undergraduate Teacher Education (UTE)

The Undergraduate Teacher Education licensure program recognizes the importance of a Liberal Arts background for all 21<sup>st</sup> century teachers. As a result, undergraduate students interested in earning a teaching license earn a Bachelor's degree in the College of Liberal Arts and licensure in School of Education at Hamline University.

## 1.5 Conceptual Framework

The Hamline School of Education's licensure programs are high-quality professional education programs derived from a conceptual framework that is knowledge-based, articulated, shared, coherent and consistent with our institutional mission. The four areas of the conceptual framework are an integral part of the teacher candidates' course work and ongoing professional development.

- a. Promoting Equity in Schools and Society
  - Understand the role education has played and plays in shaping society
  - Value all children and youth regardless of race, class, gender, exceptionality, home language, or other social, physical, or cultural characteristics
  - Utilize social and cultural backgrounds and the variety of ways individuals learn to enhance teaching and learning
  - Act as agents of change in their classroom and schools
- b. Building Communities of Teachers and Learners

- Construct supportive communities with learners and colleagues
  - Recognize teaching and learning is a social and cultural process
  - Create physically and psychologically welcoming environments that foster positive self-worth
- c. Constructing Knowledge
- Understand that bodies of knowledge are constructed and interpreted
  - Transfer theoretical, foundational and pedagogical knowledge to practice intentionally
  - Use best practice, including technology, in construction of learning
- d. Practicing Thoughtful Inquiry and Reflection
- Reflect on practice to improve teaching and learning
  - Research issues related to educational practice and theory
  - Use practice as a basis for more in-depth study

## 1.6 Anti-Discrimination Policy

All Hamline-affiliated representatives (faculty, staff and supervisors), in addition to teacher candidates, are expected to follow Hamline University's Anti-Discrimination Policy: "Hamline University will not tolerate harassment, discrimination, or retaliation based on race; color; gender/sex; ethnic background; national origin; sexual orientation; gender presentation; marital, domestic partner or parental status; status with regard to public assistance; disability; religion; age; or veteran status in its employment or educational opportunities."

Any concerns should be immediately reported to the Hamline Student Teaching Faculty Coordinator(s). The proper legal and university authorities may also be alerted in cases where there is an immediate risk and/or significant cause for concern.

To view the full policy, visit: <http://www.hamline.edu/Policy.aspx?id=2147488077>





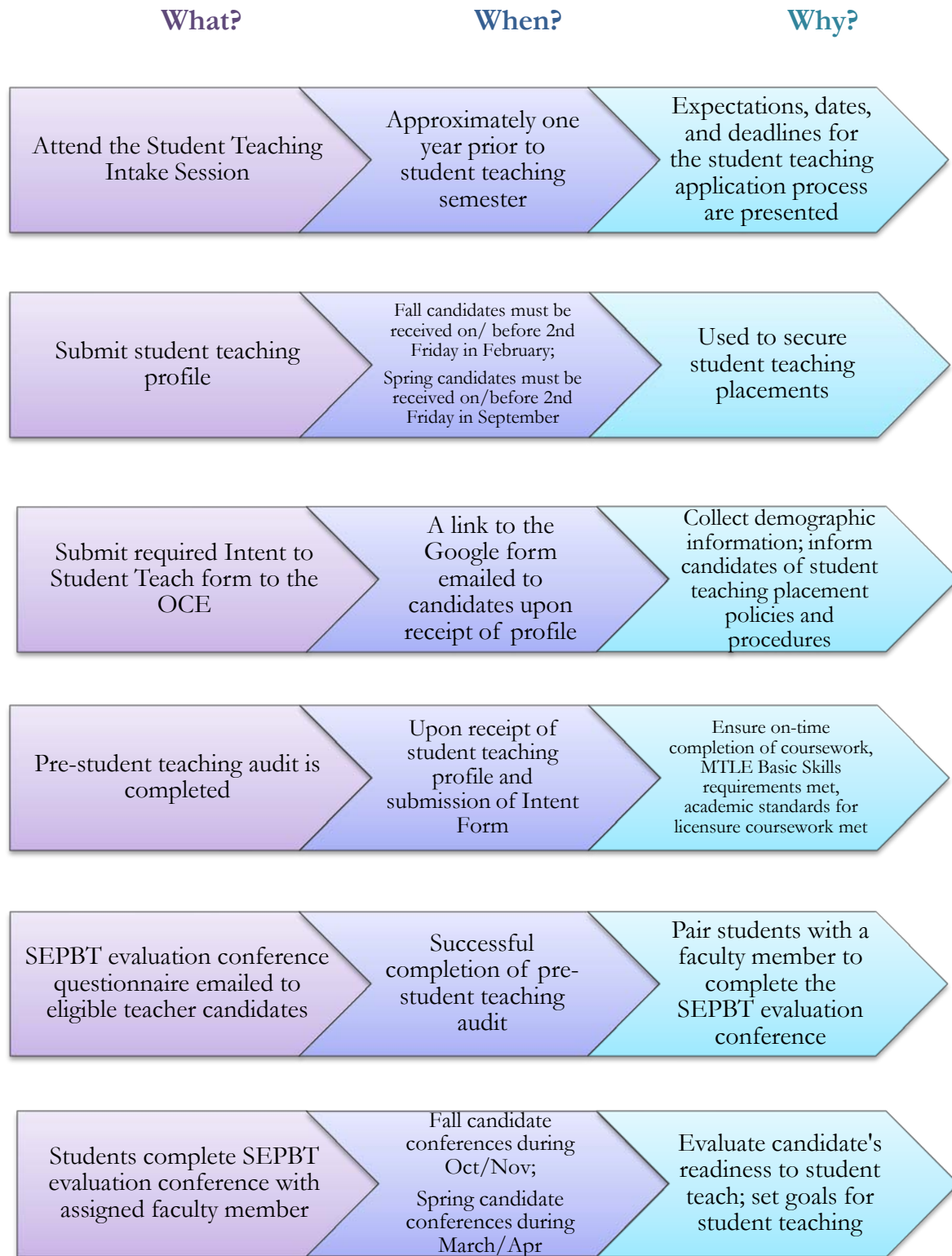
## **Section 2: The Teacher Candidate**

### **2.1 Placement**

The Office of Clinical Experience (OCE) Coordinator facilitates all student teaching placements. Candidates may not contact schools independently to arrange a placement. The OCE makes every effort to place candidates within reasonable proximity to their primary residence. The candidate will be notified by the OCE when the appropriate placement has been secured. Once a candidate is placed, she/he is expected to honor her/his commitment with the assigned school.

See the Procedure for Becoming a Teacher Candidate on the following page.

## Procedure for Becoming a Teacher Candidate at Hamline University



## 2.2 Student Teaching Orientation

All candidates who have completed the SEPBT conference attend a mandatory orientation meeting prior to student teaching. During this meeting, students are registered for student teaching, an overview of academic expectations is provided and placement information may be distributed.

## 2.3 Liability Insurance

The host school, cooperating teacher and teacher candidate may be legally responsible for injuries or other situations which may occur when working with students. The student teacher must obtain liability coverage through Education Minnesota (EM) or Association of American Educators (AAE). Applications for liability insurance are available online at [Education Minnesota](#) or [Association of American Educators](#). The cost of this coverage is minimal.

## 2.4 Background Checks

Information about completing a background check for the school district to which teacher candidates have been assigned may be found at the Office of Clinical Experience website: <http://www.hamline.edu/education/office-of-clinical-experience/background-checks/>. Background checks **must** be completed two weeks before the student teaching placement begins.



## 2.5 Student Teaching Placement Length & Credit Requirements

License Area	Length of placement		Credits for student teaching		Credits for seminar	Total credits	
	Weeks	Student Contact Days	MAT/PB	UTE	MAT/UTE	MAT/PB	UTE
<i>Communication Arts/Literature 5-12</i>	12	60	6	14	2	8	16
<i>Chemistry 9-12</i>	12	60	6	14	2	8	16
<i>Elementary K-6</i>	12	60	6	14	2	8	16
<i>General Science 5-8</i>	12	60	6	14	2	8	16
<i>Life Science 9-12</i>	12	60	6	14	2	8	16
<i>Mathematics 5-12</i>	12	60	6	14	2	8	16
<i>Physics 9-12</i>	12	60	6	14	2	8	16
<i>Social Studies 5-12</i>	12	60	6	14	2	8	16
<i>World Languages K-12</i>	15 (12-week secondary; 3-week elementary immersion)	75	7	16	2	9	18
<i>Dance/Theatre K-12</i>	16 (8 week secondary; 8 weeks elementary)	80	8	18	2	10	20
<i>ESL K-12</i>	16 (8 week secondary; 8 weeks elementary)	80	8	18	2	10	20
<i>P.E./Health K-12</i>	16 (8 week secondary; 8 weeks elementary)	80	8	18	2	10	20
<i>Dual license Chemistry 9-12, General Science 5-8, Life Science 9-12, Physics 9-12</i>	16 (12 weeks in primary content area; 4 weeks in additional license area)	80	8	18	2	10	20
<i>Immersion (Must hold Community Expert Variance)</i>	15 (Fulfilled in candidate's classroom)	75	7	NA	2	9	NA

## 2.6 Workshops and Assignments

**2.6.1. Co-Teaching:** Prior to the start of the semester, Hamline University provides required professional development for teacher candidates, cooperating teachers and university supervisors on the co-teaching model. The workshop consists of two components: *Foundations* focuses on seven strategies and provides a rationale for the impact the model has on student achievement. *Pairs* provides tools and dedicated time to collaborate and build productive working relationships. Dates for the co-teaching workshop will be provided in advance.

**2.6.2. edTPA:** The education Teacher Performance Assessment (edTPA) is a state mandated assessment to be completed during the student teaching experience. Teacher candidates are required to attend an edTPA workshop during the semester and may also attend optional work sessions. Dates for the edTPA workshop will be provided in advance.

Deadlines and resources for edTPA requirements will be shared at student teaching seminar and on Blackboard.

**2.6.3. Lesson Plans:** Hamline teacher candidates are required to have a written lesson plan for every lesson taught throughout the student teaching experience. The edTPA lesson plan format or school district required format may be used for lesson planning. Formats and expectations vary and will be agreed upon by the university supervisor and cooperating teacher.

Lesson plans will be reviewed by the university supervisor and the cooperating teacher prior to teaching.

**2.6.4. Reflection Journals:** Teacher candidates are required to maintain a reflection journal about their teaching and learning experiences. Format and expectations vary and will be articulated by the Hamline university supervisor.

**2.6.5. Textbook Readings and Strategies:** Teacher candidates will be assigned text readings and accompanying comprehensions strategies throughout the semester. Text based discussions will occur during seminar. Deadlines and resources will be shared at student teaching seminar and available on Blackboard.

## 2.7 Seminar

Student Teaching Seminar is a course that accompanies the student teaching experience. Teacher candidates and university supervisors are required to attend the bi-monthly seminar sessions. Sessions are normally scheduled in two formats:

- late afternoon from 4:30-6:30 pm
- professional development workshops from noon-4:00 pm

Facilitated by Hamline University faculty, the seminar focuses on the importance of transitioning theory to practice. Seminar features include large and small group discussions, presentations, panels and other instructional tools and formats.

In case of an illness or an emergency contact your assigned university supervisor.

## 2.8 Disability Services

If teacher candidates have a documented disability for which accommodations may be required in this class, contact Steve Anderson ([sanderson65@hamline.edu](mailto:sanderson65@hamline.edu)) in Disability Resources (651-523-2740, Bush Center 105) as soon as possible to discuss accommodations. If teacher candidates have already arranged accommodations through Disability Resources, submit the accommodation letter to the Office of Clinical Experience (OCE) prior the start of student teaching. Accommodations will only be provided after the letter is submitted with sufficient lead-time to arrange for accommodations. The teacher candidate is expected to initiate a conversation with OCE about necessary accommodations.

## 2.9 Professional Expectations

2.9.1 Teacher candidates are expected to be professional at all times. Being well-prepared, engaging actively, maintaining a collaborative disposition and demonstrating respect and courtesy for everyone are major elements of professionalism. Professional conduct also includes dressing appropriately, modeling appropriate language, arriving early and demonstrating safe and sound judgment. Teacher candidates are required to adhere to the Rule 8700.7500 Code of Ethics for Minnesota Teachers <https://www.revisor.mn.gov/rules/?id=8700.7500>.

Additional information on the Model Code of Ethics for Educators (MCEE) as defined by the National Association of State Directors of Teacher Education and Certification (NASDTE) can be found at [www.nasdtec.net](http://www.nasdtec.net).

2.9.2 As a follow-up to the SEBPT assessment, each candidate is expected to demonstrate competence in the Rule 8710.2000 10, Standards of Effective Practice in Teaching (SEPBT) <https://www.revisor.mn.gov/rules/?id=8710.2000>.

2.9.3 It is expected that the co-teaching model will be used during the planning, instruction and assessment of the K-12 students; both the teacher candidate and the cooperating teacher will be actively engaged and present.

As the semester progresses, teacher candidates will assume more lead-teaching responsibilities. The teacher candidate will benefit from the cooperating teacher's occasional time away from the classroom. If need arises for the cooperating teacher to leave the room, she/he needs to be close by and available in short notice. The teacher candidate must also know where the cooperating teacher is at all times and how to contact her/him.

Teacher candidates are not licensed and their legal authority in the classroom is limited. Thus, the cooperating teacher is ultimately responsible for his or her students at all times. The teacher candidate may not serve as a substitute teacher. This is intended to protect the host school system, the students and the teacher candidate.

## 2.10 Mandatory Reporting

By law, teachers must report suspected abuse. If a teacher candidate knows or has reason to believe that a student is the victim of child abuse or neglect, Minnesota law requires the reporting of it to the local social service agency. The teacher candidate needs to work with the school site to report suspected abuse.

## **2.11 Confidentiality**

Information regarding students, parents and families need to be kept confidential. Teacher candidates need to disclose confidential information only when required to do so by law. Questions or concerns regarding confidentiality should be addressed to the university supervisor or the cooperating teacher. Teacher candidates need to keep confidentiality and professionalism at the forefront when making posts to social media sites.

## **2.12 Substitute Teaching**

Teacher candidates are not licensed and hence must work under the supervision of certified personnel. Only in case of emergency on a short-term basis (i.e. until the substitute arrives), may the teacher candidate temporarily serve as substitute teacher. In this case, the principal assumes full responsibility for the candidate.

## **2.13 Licensure**

The steps to the licensure process will be reviewed in the seminar. Candidates may begin the process before completing student teaching, but paperwork will not be sent to the state until AFTER student teaching and seminar have been completed. Once the university supervisor has submitted a grade (pass/fail) for student teaching to the Student Teaching Seminar Faculty Coordinator(s) (which includes satisfactorily completing the edTPA) and the Licensure Officer has verified that all necessary MTLE tests have been passed, paperwork will be forwarded to the State. After all the paperwork has been forwarded to the State, the license is issued in 3-10 weeks. If a letter is needed stating that all license requirements have been fulfilled and the candidate is in good standing (with no holds on transcripts), the License Officer can write a letter to that effect.

## **2.14 Illness/Medical Emergency**

In the event a teacher candidate becomes unexpectedly ill, he/she should contact the cooperating teacher immediately to let him/her know of the impending absence. Also, the university supervisor must be informed in writing in order to document the day(s) missed. Any student contact days that are missed must be made up.





## Section 3: The Cooperating Teacher

### 3.1 Initial Contact with Teacher Candidate

The teacher candidate will contact the cooperating teacher via email. Schedule permitting, the teacher candidate may request a visit to the cooperating teacher's classroom or an informal meeting to get acquainted.

### 3.2 Co-Teaching

Prior to the start of the semester, Hamline University provides professional development for teacher candidates, university supervisors and cooperating teachers on the co-teaching model. The workshop consists of two components: *Foundations* focuses on seven strategies and provides a rationale for the impact the model has on student achievement. *Pairs* provides tools and dedicated time to collaborate and build productive working relationships. Continuing Education Units (CEU) certificates are available upon completion.

### 3.3 Initial Meeting

The initial meeting consists of the cooperating teacher, the teacher candidate and the Hamline University supervisor. The meeting will be conducted at the school site just prior to or during the first week of student teaching. The purpose of this meeting is to get to know the Hamline University supervisor, to establish a collaborative working relationship and to clarify expectations.

### 3.4 Daily Collaboration

Student teaching is a collaborative process, thus time should be set aside each day to connect with the teacher candidate; e.g., before and/or after school hours, during the lunch and/or prep period. This time may be used for planning, answering questions, assessing and working together to benefit the students.

3.4.1 It is expected that the co-teaching model will be used during the planning, instruction and assessment of the K-12 students; both the teacher candidate and the cooperating teacher will be actively engaged and present.

As the semester progresses, teacher candidates will assume more lead-teaching responsibilities. The teacher candidate will benefit from the cooperating teacher's occasional time away from the classroom. If need arises for the cooperating teacher to leave the room, she/he needs to be close by and available in short notice. The teacher candidate must also know where the cooperating teacher is at all times and how to contact her/him.

Teacher candidates are not licensed and their legal authority in the classroom is limited. Because of this, the cooperating teacher is ultimately responsible for his or her students at all times. It is also important to note that the teacher candidate may not serve as a substitute teacher. This policy is intended to protect the cooperating school system and its students as well as the teacher candidate.

### 3.5 Observation and Feedback

It is important that teacher candidates receive timely, consistent and honest feedback throughout the semester. Strengths, concerns and opportunities for growth need to be shared frequently to support continued development during their placement.

### **3.6 Lesson Plan Review**

Hamline teacher candidates are required to have a written lesson plan for every lesson taught throughout the experience and need to include co-teaching strategies. Daily lesson plans should be reviewed by the cooperating teacher, with feedback provided (as necessary). The university supervisor will also review lesson plans periodically, as well as during formal observations. At the beginning of the placement, teacher candidates are encouraged to script the lesson, in its entirety. As they progress through student teaching, they may transition from detailed lesson plans to an agreed upon abbreviated format.

### **3.7 Formal Evaluations of the Teacher Candidate**

#### **3.7.1 Midterm Evaluation**

The midterm evaluation documents the teacher candidate's performance at the midpoint of their placement(s). This formative assessment consists of two parts:

- a. Evaluation form submitted online by the teacher candidate and the cooperating teacher  
<http://www.hamline.edu/education/mat/student-teaching/midterm-evaluation.html>
- b. Three-way conference facilitated by the university supervisor

The midterm evaluation offers an opportunity to highlight the strengths of the teacher candidate's progress. This meeting may be used to identify areas of improvement and set goals for the remainder of the placement.

#### **3.7.2 Final Evaluation**

The final evaluation documents the teacher candidate's performance at the culmination of their placement(s). The teacher candidate, the cooperating teacher and the Hamline supervisor complete the final evaluation <http://www.hamline.edu/education/mat/student-teaching/final-evaluation.html>. This summative assessment is reviewed by the university supervisor and the teacher candidate during the exit conference.

### **3.8 Letter of Recommendation**

At the end of the semester, the teacher candidate will request a letter of recommendation. This recommendation is critical for teacher candidates seeking teaching positions.

### **3.9 Confidentiality**

Information regarding students, parents and families need to be kept confidential. Teacher candidates need to disclose confidential information only when required to do so by law. Questions or concerns regarding confidentiality should be addressed to the university supervisor or the cooperating teacher. Teacher candidates need to keep confidentiality and professionalism at the forefront when making posts to social media sites.

### **3.10 Seminar**

Student Teaching Seminar is a course that accompanies the student teaching experience. Facilitated by Hamline University faculty, the seminar focuses on the importance of transitioning theory to practice. Seminar features include large and small group discussions, presentations, panels and other instructional tools and formats.

Assignments required of student teaching candidates during seminar include:

- Co-teaching workshop
- edTPA workshop & assignment
- Lesson plans
- Reflection journal
- Text readings and strategies

Teacher candidates are required to attend the bi-monthly campus-based seminar sessions. Sessions are normally scheduled in two formats:

- late afternoon from 4:30-6:30 pm
- afternoon professional development workshops from noon-4:00 pm\*

\*Teacher candidates will be excused from student teaching placement on the professional development workshop half days. Teacher candidates are responsible for communicating these dates to the cooperating teacher in advance.

### **3.11 Honorarium and Clock Hour Certificate**

Upon the receipt of the final evaluation, a W-9 form will be emailed by the Office of Clinical Experience. The return of completed W-9 form is necessary to process the payment of an honorarium.

### **3.12 Questions and Concerns**

For concerns or questions about a teacher candidate's conduct or performance, contact the candidate's university supervisor.



## Section 4: The University Supervisor

### 4.1 Co-Teaching

Prior to the start of the semester, Hamline University provides professional development for teacher candidates, university supervisors and cooperating teachers on the co-teaching model. The workshop consists of two components: *Foundations* focuses on seven strategies and provides a rationale for the impact the model has on student achievement. *Pairs* provides tools and dedicated time to collaborate and build productive working relationships. CEU certificates are available upon completion.

University supervisors are expected to attend a co-teaching training session annually.

### 4.2 Initial Meeting

The initial meeting consists of the cooperating teacher, the teacher candidate and the Hamline University supervisor. The meeting will be conducted at the school site just prior to or during the first week of student teaching provides an opportunity to establish a collaborative working relationship, provide support and clarify expectations.

### 4.3 edTPA

The education Teacher Performance Assessment (edTPA) is a state mandated assessment to be completed by all teacher candidates during their student teaching experience. The School of Education provides support for the development and completion of the edTPA through information and work sessions.

University supervisors are expected to attend an edTPA information session annually.

### 4.4 Observations

In addition to the initial meeting regularly scheduled observations are required and include:

- 12 week placement = five observations
- 15 week placement = five observations
- 16 week placement = six observations (three elementary and three secondary)

If needed or desired the number of observations may be increased.

It is the responsibility of the teacher candidate to provide lesson plans and supporting materials in advance. Lesson plans submitted should reflect the incorporation of co-teaching strategies. The university supervisor needs to communicate the preferred process for receiving these materials.

### 4.5 Post-observation Conferences

Conferencing with the teacher candidate after each observation is critical to a candidate's progress. If it is not possible to confer immediately following the observation, alternative arrangements need to be made.

During the conference, the supervisor will:

- Encourage reflection
- Facilitate discussion
- Review instructional strategies
- Guide goal setting

### 4.6 Formal Evaluations of the Teacher Candidate

#### 4.6.1 Midterm Evaluation

The midterm evaluation documents the teacher candidate's performance at the midpoint of their placement(s). This formative assessment consists of two parts:

- a. Evaluation form submitted online by the teacher candidate and the cooperating teacher <http://www.hamline.edu/education/mat/student-teaching/midterm-evaluation.html>
- b. Three-way conference facilitated by the university supervisor

The midterm evaluation offers an opportunity to highlight the strengths of the teacher candidate's progress. This meeting may be used to identify areas of improvement and set goals for the remainder of the placement.

#### 4.6.2 Final Evaluation

The final evaluation documents the teacher candidate's performance at the culmination of their placement(s). The teacher candidate, the cooperating teacher and the university supervisor complete the final evaluation <http://www.hamline.edu/education/mat/student-teaching/final-evaluation.html>. This summative assessment is reviewed by the university supervisor and the teacher candidate during the exit conference.

### 4.7 Exit Conference

At the conclusion of the student teaching placement, the university supervisor will schedule an exit conference with the teacher candidate. The purpose of the exit conference is to review targeted growth areas identified in the SEPBT conference, discuss final evaluations, share the letter of recommendation and examine other relevant materials.

After the exit conference, the university supervisor will submit completed observation forms, the final evaluation and the candidate's letter of recommendation to the OCE.

All ESL candidates will complete an ESL specific exit conference with is required for TESOL accreditation. For details on this specific conference, contact the university supervisor.

### 4.8 Seminar

Student Teaching Seminar is a course that accompanies the student teaching experience. Facilitated by Hamline University faculty, the seminar focuses on the importance of transitioning theory to practice. Seminar features include large and small group discussions, presentations, panels and other instructional tools and formats. University supervisors assume a leadership role in seminar and are often given the opportunity to share expertise, experiences and knowledge with the teacher candidates in a variety of formats. They facilitate cohort discussions (content, experiential and text reading assignments), provide support and build upon seminar topics.

University supervisors and student teaching candidates are required to attend the bi-monthly campus-based seminar sessions. Sessions are normally scheduled in two formats:

- late afternoon from 4:30-6:30 pm
- afternoon professional development workshops from noon-4:00 pm\*

\*Teacher candidates will be excused from student teaching placement on the professional development workshop half days. Teacher candidates are responsible for communicating these dates to the cooperating teacher in advance.

Assignments required of student teaching candidates during seminar include:

- Co-teaching workshop
- edTPA workshop & assignment
- Lesson plans\*

- Reflection journal\*
- Text readings and strategies

\*Assignments for which university supervisors are responsible for monitoring and providing consistent feedback throughout the semester.

University supervisors may be required to participate in professional development sessions focused on the support of teacher candidates.





## Section 5: Teacher Candidate Placement/Performance Issues

### 5.1 Placement

There are rare occasions when a teacher candidate may be removed from the placement due to factors outside of her/his control such as school closings or the cooperating teacher is unable to continue to serve in the mentorship role. In such cases, the Office of Clinical Experience will work to find the teacher candidate a new placement within the same semester. If (due to the volume of clinical placements secured each semester) a new placement cannot be made within the same semester, the candidate may need to defer to a subsequent semester (with no financial or academic repercussions).

### 5.2 Performance/Improvement Plan

Teacher candidates who fail to meet student teaching expectations (conduct, dispositions, performance, etc.) may be allowed to continue their student teaching placement with an improvement plan in place.

#### Improvement Plan

The following steps will be taken and clearly documented:

Step 1: The cooperating teacher and university supervisor identify and discuss area(s) for improvement.

Step 2: A timeline is established for enactment and documented progress toward completion of improvement plan.

Step 3: The university supervisor provides documentation (signed by teacher candidate, cooperating teacher and university supervisor) of the improvement plan to the Student Teaching Seminar Faculty Coordinator(s) and the Office of Clinical Experience.

There may be rare circumstances that warrant the removal of a teacher candidate without implementing an improvement plan.

### 5.3 Performance/Removal (With Opportunity for Reentry)

The Office of Clinical Experience reserves the right to remove a candidate from her/his placement due to conduct, dispositions, performance, etc. The timeline and expectations for reentry to student teaching will vary based on the conditions and circumstances for removal. Teacher candidates are responsible for consulting with the Office of Clinical Experience to determine reentry timeline and possible next steps for reentry.

Failure to successfully complete the requirements during the second placement will be grounds for dismissal from student teaching with no opportunity for reentry. Teacher candidates who are removed from a placement in advance of the semester refund deadlines may be eligible for full or partial tuition refunds. Responsibility lies with the teacher candidate to contact the Student Administrative Services Office to monitor deadlines and requirements for full or partial refund of tuition.

### 5.4 Performance/Removal (Without the Opportunity for Reentry)

The Office of Clinical Experience reserves the right to remove a candidate from her/his placement due to conduct, dispositions, performance, etc. and recommend that the teacher candidate not be permitted to pursue teaching licensure through Hamline University.

Teacher candidates removed from student teaching (with no opportunity for reentry) will be notified in the most expedient way possible under the individual circumstances. Candidates may be notified in person, by email and/or by letter to their permanent address.

## 5.5 Appeals

Teacher candidates may appeal the decision to the Hamline School of Education Student Appeals Committee.

If the teacher candidate wishes to appeal their removal from student teaching, they need to submit the appeal form (available from their advisor or on the HSE website) to [education@hamline.edu](mailto:education@hamline.edu). The teacher candidate may attach a statement to the appeal form clearly outlining the reason for their appeal. Appeals should be submitted within 30 days of notification of an academic decision. If the teacher candidate wishes to request an expedited appeal in order to secure a placement in the same semester, they need to indicate “expedited request” in the subject line of their email.

The School of Education Appeals Committee meets within 10 business days of receiving an appeal. The decision of the committee is communicated to the teacher candidate by the committee chair as soon as possible.

## Section 6: Appendix of Resources

### 6.1 Checklist for Initial Meeting

- Introductions
- Review beginning and ending dates for experience.
- Review arrival and departure times. Emphasize the requirement to maintain full-time teacher contract hours. Provide a copy of daily schedule to university supervisor.
- Teacher candidate abides by the K-12 school calendar (including school-wide/district professional development days, parent/teacher conference days, etc).
- For illnesses and emergencies, call cooperating teacher immediately and inform the university supervisor, in writing, of an impending absence.
- Provide a copy of school policies.
- Review gradual building of candidate's teaching responsibilities providing opportunities for the teacher candidate to assume the lead/solo teacher role and engage in co-teaching. See suggested schedule in the Student Teaching Handbook.
- Lesson plans. Teacher candidates will provide lesson plans to the cooperating teacher in advance of lesson. A copy needs to be available for the supervisor during their observations.
- Grading/Assessment-- Discuss the teacher candidate's responsibilities.
- Expect teacher candidate to be actively involved in school life and school community (e.g. extra duties, faculty meetings, parent-teacher conferences).
- University supervisor visits include the initial meeting, formal observations and facilitation of a three-way mid-term conference. Any concerns need to be reported to the university supervisor.
- Mid-term and the final self-evaluation are completed by the teacher candidate. Mid-term and final evaluation are completed by the cooperating teacher. The final evaluation is completed by the university supervisor. Forms are provided on the Office of Clinical Experience website <http://www.hamline.edu/education/office-of-clinical-experience/>
- Importance of Feedback. Regular feedback between the cooperating teacher and the teacher candidate is important, as well as with the university supervisor.
- As a requirement of the edTPA, teacher candidates need to video themselves teaching. Media release forms are required.
- Student Teaching Seminar is scheduled for every other Monday during the semester of student teaching.



## 6.2 12- Week Student Co-Teaching Calendar

*Each student teaching situation is unique. The following calendar is simply a guide. The cooperating teacher and the teacher candidate should work cooperatively in the planning, instruction and the assessing of their teaching.*

*CT = Cooperating Teacher      TC = Teacher Candidate*

### Week One

<b>Co-Planning:</b> CT takes lead and shares curricular pacing plan, content and information on students. TC shares University requirements, personal strengths, SEPBT goals, etc.
<b>Co-Instructing:</b> Spend most of the week observing specific teaching practices of the CT and specific behaviors of the students ( <b>One Teach, One Observe</b> ). These observations should be purposeful and should aid in helping students achieve more. In addition, the TC should assist the cooperating teacher during instruction ( <b>One Teach, One Assist</b> ). <b>Team-teaching</b> or teaching part of a lesson or two is recommended as well.
<b>Co-Assessing:</b> TC can compile data and assess classroom work; both discuss class outcome and data.
<b>Other:</b> A specific time each day should be established for the TC and the CT to meet to plan, provide feedback and to look at assessments. Lead your TC on a tour of the building and introduce him/her to the principal and other faculty they will have the opportunity to work with.

### Week Two

<b>Co-Planning:</b> CT leads discussion on what and how to teach the lesson. TC asks questions to ensure understanding.
<b>Co-Instructing:</b> TC begins planning and <b>lead-teaching at least two lessons</b> during the week as the lead teacher with CT assisting. Implementing <b>Parallel Teaching</b> may be a logical next step. TC should submit each lesson plan to CT in advance for approval and copies to show Hamline Supervisor.
<b>Co-Assessing:</b> Both review an example together, then assess their own groups and swap. Have a discussion about reliability.

### Week Three

<b>Co-Planning:</b> CT leads discussion on what and how to teach lessons. TC gives feedback on plans.
<b>Co-Teaching:</b> TC should plan and <b>lead-teach at least one lesson per day</b> . Try implementing another co-teaching strategy ( <b>Station Teaching, Supplemental, or Alternative or Differentiated Teaching</b> ).
<b>Co-Assessing:</b> Continue to share in the assessment of students. TC assesses own lesson and shares outcomes with CT.

### Week Four

<b>Co-Planning:</b> TC and CT begin sharing in the discussion on planning.
<b>Co-Teaching:</b> TC should plan and <b>lead-teach at least two lessons per day</b> . Try implementing another co-teaching strategy ( <b>Station Teaching, Supplemental, or Alternative or Differentiated Teaching</b> ).
<b>Co-Assessing:</b> Continue to share in the assessment of students. TC assesses own lessons and shares outcomes with CT.

### Week Five

<b>Co-Planning:</b> CT and TC share lead in planning co-teaching lesson presentations. Focus on one's teaching strengths.
<b>Co-Teaching:</b> TC should plan and <b>lead-teach at least ½ of each day</b> .
<b>Co-Assessing:</b> CT and TC debrief on outcome of co-teaching instruction; divide student work to grade and then discuss.

#### Week Six - Nine

<b>Co-Planning:</b> TC assumes responsibility for planning under the guidance and mentorship of the CT.
<b>Co-Teaching:</b> TC writes daily lesson plans and <b>lead teaches the entire program</b> . Hamline recommends that the CT spend some time away from the classroom to give the TC the experience of teaching alone.
<b>Co-Assessing:</b> TC assumes responsibility for assessing under the guidance and mentorship of the CT.

#### Week Ten

<b>Co-Planning:</b> TC assumes responsibility for planning $\frac{1}{2}$ the school day under the guidance and mentorship of the CT.
<b>Co-Teaching:</b> TC should plan and <b>lead-teach at least <math>\frac{1}{2}</math> of each day</b> .
<b>Co-Assessing:</b> TC assesses the $\frac{1}{2}$ of the school day during which they instructed.

#### Week Eleven

<b>Co-Planning:</b> TC and CT share in planning discussion.
<b>Co-Teaching:</b> TC should plan and <b>lead-teach at least one lesson per day</b> .
<b>Co-Assessing:</b> Continue to share in the assessment of students. TC assesses own lesson and shares outcomes with CT.

#### Week Twelve

<b>Co-Planning:</b> TC and CT share in the planning discussion.
<b>Co-Teaching:</b> TC should observe in your classroom and have the opportunity to observe in three other classrooms within the school.
<b>Co-Assessing:</b> TC assists in the assessment as recommended.

Adapted from the work of W. Murawski.

## 6.2 8- Week Student Co-Teaching Calendar

*Each student teaching situation is unique. The following calendar is simply a guide. The cooperating teacher and the teacher candidate should work cooperatively in the planning, teaching and the assessing of their teaching.*

*CT = Cooperating Teacher      TC = Teacher Candidate*

### Week One

<b>Co-Planning:</b> CT takes lead and shares curricular pacing plan, content and information on students. TC shares University requirements, personal strengths, SEPBT goals, etc.
<b>Co-Teaching:</b> Spend most of the week observing specific teaching practices of the CT and specific behaviors of the students ( <b>One Teach, One Observe</b> ). These observations should be purposeful and should aid in helping students achieve more. In addition, the TC should assist the cooperating teacher during instruction ( <b>One Teach, One Assist</b> ). <b>Team-teaching</b> or teaching part of a lesson or two is recommended as well.
<b>Co-Assessing:</b> TC can compile data and assess classroom work; both discuss class outcome and data.
<b>Other:</b> A specific time each day should be established for the TC and the CT to meet to plan, provide feedback and to look at assessments. Lead your TC on a tour of the building and introduce him/her to the principal and other faculty they will have the opportunity to work with.

### Week Two

<b>Co-Planning:</b> CT leads discussion on what and how to teach the lesson. TC asks questions to ensure understanding.
<b>Co-Teaching:</b> TC begins planning and <b>lead-teaching at least two lessons</b> during the week as the lead teacher with CT assisting. Implementing <b>Parallel Teaching</b> may be a logical next step. TC should submit each lesson plan to CT in advance for approval and copies to show Hamline Supervisor.
<b>Co-Assessing:</b> Both review an example together, then assess their own groups and swap. Have a discussion about reliability.

### Week Three

<b>Co-Planning:</b> CT leads discussion on what and how to teach lessons. TC gives feedback on plans.
<b>Co-Teaching:</b> TC should plan and <b>lead-teach at least one lesson per day</b> . Try implementing another co-teaching strategy ( <b>Station Teaching, Supplemental, or Alternative or Differentiated Teaching</b> ).
<b>Co-Assessing:</b> Continue to share in the assessment of students. TC assesses own lesson and shares outcomes with CT.

### Week Four

<b>Co-Planning:</b> CT and TC share lead in planning co-teaching lesson presentations. Focus on one's teaching strengths.
<b>Co-Teaching:</b> TC should plan and <b>lead-teach at least ½ of each day</b> .
<b>Co-Assessing:</b> CT and TC debrief on outcome of co-teaching instruction; divide student work to grade and then discuss.

### Week Five - Six

<b>Co-Planning:</b> TC assumes responsibility for planning under the guidance and mentorship of the CT.
<b>Co-Teaching:</b> TC writes daily lesson plans and <b>lead teaches the entire program</b> . Hamline recommends that the CT spend some time away from the classroom to give the TC the experience of teaching alone
<b>Co-Assessing:</b> TC assumes responsibility for assessing under the guidance and mentorship of the CT.

**Week Seven**

<b>Co-Planning:</b> TC assumes responsibility for planning ½ the school day under the guidance and mentorship of the CT.
<b>Co-Teaching:</b> TC should plan and <b>lead-teach at least ½ of each day.</b>
<b>Co-Assessing:</b> CT and TC debrief on outcome of co-teaching instruction; divide student work to grade and then discuss.

**Week Eight**

<b>Co-Planning:</b> TC and CT share in planning discussion.
<b>Co-Teaching:</b> TC should plan and <b>lead-teach at least one lesson per day.</b> TC should have the opportunity to observe in two other classrooms within the school.
<b>Co-Assessing:</b> Continue to share in the assessment of students. TC assesses own lesson and shares outcomes with CT.

\*Adapted from the work of W. Murawski.



## 6.3 Suggested Twelve Week Placement Schedule

**Week 1: Initial Meeting** Three-way conference with Teacher Candidate, Cooperating Teacher and University Supervisor.

**Week 2 - 3: First Observation**

**Week 4 - 5: Second Observation**

**Week 6 - 7: Third Observation** and Three-Way Midterm Conference with Teacher Candidate, Cooperating Teacher and University Supervisor

*\*\* Communicate any serious concerns about a teacher candidate in jeopardy of not being recommended for licensure during this meeting. This is done so that there is time to write and implement an improvement plan.*

**Week 8 - 9: Fourth Observation**

**Week 10 - 12: Fifth Observation**

## 6.3 Suggested Eight Week Placement Schedule

**Week 1: Initial Meeting** Three-way conference with Teacher Candidate, Cooperating Teacher and University Supervisor.

**Week 2 - 3: First Observation**

**Week 4 - 5: Second Observation** and Three-Way Midterm Conference with Teacher Candidate, Cooperating Teacher and University Supervisor

*\*\* Communicate any serious concerns about a teacher candidate in jeopardy of not being recommended for licensure during this meeting. This is done so that there is time to write and implement an improvement plan.*

**Week 6 - 8: Third Observation**

## 6.4 Supervisor Observation Form

Student Teacher	School
Cooperating Teacher	Class/Subject
University Supervisor	Date

### Planning and Preparation

1a.	<b>Knowledge of subject matter and pedagogy – Standard 1, 7</b> (understands central concepts of the discipline taught and bridges curriculum to student experiences)
1b.	<b>Knowledge of students – Standard 2, 3, 7</b> (understands how students learn and incorporates students' skill levels, background, interests, language proficiency and special needs)
1c.	<b>Learner Outcomes – Standard 2, 6, 7</b> (establishes and communicates clear and developmentally appropriate objectives which communicate high expectations)
1d.	<b>Logical Instruction – Standard 1, 3, 4, 5, 7, 10</b> (helps develop critical thinking, problem solving and performance skills by planning suitable learning activities and providing resources and materials)

### Classroom Environment

2a.	<b>Environment of Respect – Standard 3, 5, 6</b> (interacts with students in a firm yet respectful way with students even during times of conflict)
2b.	<b>Establishes a Climate for Learning – Standard 3, 5</b> (creates a structured and predictable environment through expectations, management of groups, transitions, procedures, rituals and routines, daily schedule, etc.)
2c.	<b>Managing Student Behavior – Standard 5</b> (responds to student behavior in a fashion that preserves teaching and learning time, is respectful and does not damage the teacher/student relationship)
2d.	<b>Organized Physical Space – Standard 5</b> (designs physical space to promote safety, accessibility and learning)

### Instruction

3a.	<b>Communication – Standard 6</b> (communicates expectations, content and language objectives, procedures and directions using different modalities)
3b.	<b>Facilitates Participation – Standard 2, 3, 4, 6</b> (demonstrates and models, utilizes regalia, incorporates higher order questioning, invites various forms of discussion, uses wait time and offers feedback to encourage participation)
3c.	<b>Student Learning – Standard 1, 2, 3, 4, 5, 6, 7</b> (Engages and motivates students by activities and assignments)
3d.	<b>Assessment – Standard 3, 4, 7, 8, 9</b> (Uses formal and informal assessment as a means to guide instruction)

### Professional Practice

4a.	<b>Reflection – Standard 8, 9</b> (evaluates the effects of choices and actions on others, is able to take feedback and incorporate into practice)
4b.	<b>Collaboration/Relationships – Standard 8, 9, 10</b> (demonstrates the ability to communicate, plan and collaborates effectively with cooperating teacher, other colleagues, the students, parents or guardians and the community)
4c.	<b>Demonstrates Professionalism – Standard 9, 10</b> (complies with school and district rules, shows integrity and ethical conduct, punctuality, professional appearance/ dress and models appropriate language modeling)

**Goals for next observation (including standard):**

\_\_\_\_\_  
Supervisor's Signature:

\_\_\_\_\_  
Date:

## 6.5 Co-Teaching

Co-teaching is defined as two teachers (cooperating teacher and teacher candidate) who share in planning, instructing and assessing. Hamline University is one of six institutions in the Twin Cities Collaborative (TC2) that has adopted a co-teaching model. Cooperating teachers are required to become familiar with these seven strategies and to implement them with the teacher candidate. University supervisors will observe and give feedback based on this model.

### Co-Teaching Strategies & Examples

Strategy	Definition/Example
<b>One Teach, One Observe</b>	One teacher has primary responsibility while the other gathers specific observational information on students of the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. <b>Example:</b> One teacher can observe students for their understanding of directions while the other leads.
<b>One Teach, One Assist</b>	An extension of One Teach, One Observe: one teacher has primary instructional responsibility while the other assists students with their work, monitors behavior, or assesses assignments. <b>Example:</b> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
<b>Station Teaching</b>	The co-teaching pair divides the instructional content into parts -each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station - often an independent station will be used along with the teacher led stations. <b>Example:</b> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
<b>Parallel Teaching</b>	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. <b>Example:</b> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
<b>Supplemental Teaching</b>	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated. <b>Example:</b> One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
<b>Alternative (Differentiated)</b>	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different. <b>Example:</b> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
<b>Team Teaching</b>	Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information and available to assist students and answer questions. <b>Example:</b> Both instructors can share the reading of a story or text so that the students are hearing two voices.