Dear Student Teacher,

Welcome to a very exciting and important semester! Your cooperating teacher(s), supervising teacher, and methods/portfolio supervisor look forward to teaming with you to help you maximize your student teaching experience.

The information provided here serves as a guide to Luther's expectations for you during your student teaching. Please read this information thoroughly, as well as the information in the appendix to the Student Teaching Handbook, and never hesitate to contact any of us in the education department if you have questions before or during your student teaching.

Sincerely,

Dr. Barbara Bohach
Education Department Chair

YOUR TOP 10 RESPONSIBILITIES DURING STUDENT TEACHING

1. Have excellent attendance.

Attendance is a requirement for your student teaching experience as part of professional development for teaching. You must be in school all day, every day according to the school calendar, including your cooperating teacher’s before and after school contract time, for your entire student teaching time frame. One of the first conversations you should have with your cooperating teacher is how to handle emergency absences that may arise for you. Please notify your cooperating teacher, your school office, and your college supervisor if you are going to be absent. Absences due to illness or family emergencies should be discussed individually with your cooperating teacher (prior to the absence if possible). Personal activities are not to interfere with student teaching. If
you will be absent the day of a supervisory visit, you must notify your Luther College supervisor in advance to avoid unnecessary travel. You are permitted up to two absences for job interviews, although it is preferred that you schedule interviews outside of regular school hours. If you are absent on a day when you are scheduled to teach, you must leave lesson plans for your classroom teacher.

2. **Participate completely.**
Think of yourself as a professional member of the school staff. You should participate in all activities that are a normal part of the school program. This includes before and after-school activities, extra rehearsals, professional meetings, festivals, and clinics. If you student teach during the fall semester, you should make arrangements with your cooperating teacher to attend fall workshop/in-service days. (Spring student teachers should also attend fall workshop/in-service days if travel and placements so allow.) You should be an active member of the profession, the school, and the community.

During student teaching, you are expected to devote full attention to teaching in the assigned school. If employment is an absolute necessity, it should be kept to a minimum and confined to weekends. Along with assuming instructional responsibilities, you are expected to participate in school-sponsored in-service programs and other professional development activities. You are expected to assume responsibility for routine procedures related to non-teaching duties under the supervision and direction of your cooperating teacher.

3. **Dress and present yourself professionally.**
Your dress and grooming are expected to be professional and consistent with that of your cooperating teacher and the school's standards. Jeans, jogging suits, or other casual attire is not recommended. Remember that being professional extends beyond professional dress — *be* professional and have integrity in all of your interactions with students, staff, and parents.

4. **Follow classroom and school policies.**
You should request that your cooperating teacher acquaint you with school-wide and classroom management procedures at the very beginning of your experience. If a school handbook is available that describes such policies (including Internet use), you should request a copy.

5. **Observe with a purpose.**
Observation is a primary requisite for eventual participation in the active role as a teacher. When you observe, have specific things in mind for which to look and listen, and follow the observation with a period of written reflection and/or discussion with your cooperating teacher. Reflections of early observations provide ideas and suggestions to assist you as you gradually increase your teaching responsibilities.
6. Plan lessons in writing
All student teachers are expected to write lesson plans using the appropriate format recommended by your school or cooperating teacher. Luther College does not subscribe to a particular lesson plan format. You will share your lesson plans with your college supervisor per his/her request.

You will be much more likely to meet the challenges of engaging all students and meeting their needs if you thoroughly, thoughtfully, and consistently plan for all lessons. You will become a better teacher through this ongoing process. Goals and objectives may be done with the assistance of your cooperating teacher. While there will be variety as to the length and the detail of lesson plans, your lesson plans should at minimum contain the following seven basic components, detailed in the appendix to the *Student Teaching Handbook:*

1. Standard
2. Objectives
3. Materials
4. Procedure
5. Differentiation
6. Assessment
7. Post-teaching reflection

7. Use your portfolio as an ongoing assessment of your progress.
You are required to complete your advanced portfolio during your student teaching semester. You should begin the process as early as possible in the semester and gradually complete it as the semester unfolds. Your cooperating teacher and your supervising teacher are excellent resources to suggest potential portfolio artifacts. The advanced portfolio requirements are detailed on the Luther Education Website.

8. Maximize your team conferences during student teaching.
Assessment during student teaching is a cooperative process involving you, your cooperating teacher, your college supervisor, and your portfolio supervisor. Assessment is both formative (aimed at ongoing improvement of teaching performance) and summative (a reflection of performance at the conclusion of the teaching assignment). A midterm three-way conference between you, your cooperating teacher, and your supervising teacher will serve as a key formative assessment to check progress and set goals for the second half of your student teaching experience. Two-way communication between you and your portfolio supervisor as you provide evidence and receive feedback on the ten Luther teaching competencies will provide additional formative assessment and may be referenced in the conference. A summative three-way conference between you, your cooperating teacher, and your supervising teacher will serve as a summative evaluation of your student teaching semester. (See the Evaluation Form in the appendix to the *Student Teaching Handbook.*)

9. Capitalize upon this team approach as a support system for you.
Student teaching provides an opportunity for increasing independence and responsibility as a practicing teacher under the supervision of the classroom teacher, college supervisor,
and methods/portfolio supervisor. A positive four-way relationship will maximize your potential for success in the Luther student teaching experience. Additionally, Luther's field placement officer, Helen Westcott, serves as "home base" for all student teachers. Please contact her proactively if you have any concerns about your student teaching.

10. Focus on the students.
As you progress through your student teaching, you will assume increasing responsibility for the well-being and academic growth of every student in your class. Therefore, it is imperative from the very first day that you maximize all of your resources -- school, college, and personal -- to synthesize what you have learned up to this point and to put it into practice for the benefit of your students. Take ownership of your planning, teaching, and assessing to make your teaching experience as much like a "real" teaching position as possible. Prioritize your time and energy to focus on your students.