Student Teaching Handbook

Introduction

This handbook is a reference for the student teacher, cooperating teacher, and college supervisor. Student teaching is one of the most significant parts of teacher education. The student teaching program at Luther College places a priority on developing the ability of the education student to become an effective, reflective teacher. It provides the opportunity for the teacher candidate to experience all the dimensions of teaching and to continue to apply what has been learned in coursework and practica. The success of the student teaching experience depends upon close cooperation and effective relationships among the classroom teachers and administrators, the Luther College faculty and supervisors, and each teacher candidate.

Luther College Mission Statement

In the reforming spirit of Martin Luther, Luther College affirms the liberating power of faith and learning. As people of all backgrounds, we embrace diversity and challenge one another to learn in community, to discern our callings, and to serve with distinction for the common good.

As a college of the church, Luther is rooted in an understanding of grace and freedom that emboldens us in worship, study, and service to seek truth, examine our faith, and care for all God’s people.

As a liberal arts college, Luther is committed to a way of learning that moves us beyond immediate interests and present knowledge into a larger world—an education that disciplines minds and develops whole persons equipped to understand and confront a changing society.

As a residential college, Luther is a place of intersection. Founded where river, woodland, and prairie meet, we practice joyful stewardship of the resources that surround us, and we strive to be a community where students, faculty, and staff are enlivened and transformed by encounters with one another, by the exchange of ideas, and by the life of faith and learning.

Education Department Mission Statement

The Education Program at Luther College is founded on the principle that a command of theoretical knowledge about learning and human behavior, a foundation of knowledge in the subject matter to be taught, and a repertoire of teaching competencies that facilitate learning and teaching are essential to the development of effective reflective beginning teachers. Informing all of these elements is a moral stance that grows out of the college’s roots and the discipline’s long commitment to successive generations.
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Purposes of Student Teaching

I. To provide opportunities to further apply the knowledge and skills acquired in the teacher education program, to demonstrate attitudes consistent with good teaching, and to perform those professional duties deemed important in each school setting.

II. To provide opportunities for the teacher candidate to further explore the role of the teacher in the school and to identify with that role.

III. To provide the teacher candidate with a structured and supervised internship that gives the candidate successively more demanding assignments under the daily guidance of the cooperating classroom teacher in cooperation with college faculty and supervisors.

IV. To provide opportunities for the teacher candidate, Luther College faculty and supervisors, and school personnel to assess the candidate's readiness to be a teacher.

Suggestions for Elements of Observations

- Uses a variety of teaching methods
- Understands the subject matter
- Produces clear, relevant plans
- Uses effective management strategies
- Uses materials and technology creatively
- Models ethical concern for children
- Develops fair and effective methods of assessing
- Understands at-risk students
- Uses effective discipline strategies
- Understand culturally diverse learners
- Uses strategies to motivate
- Communicates well with adults
- Uses problem solving strategies
- Possesses knowledge of learning styles
Lesson Plan Format -- Seven Minimum Components

**Standard:** Align the lesson with a state and/or national standard(s) used by the school district.

**Objectives:** Reflect the basic purpose of the lesson and outline specific goals of the lesson to be accomplished by the learner.

**Materials:** Include a list of supplies, equipment, and technology to be used in the lesson. Carefully consider the purpose for and management of the selected materials.

**Procedure:** Outline specific steps in teaching the lesson, including the sequence of instruction, transitions, direct/indirect instruction, differentiation, and conclusion.

**Differentiation:** Address the differentiated needs of students in the classroom.

**Assessment:** A formative and summative assessment of the progress made by pupils in relation to the lesson objectives.

**Post-teaching reflection:** Summarize the effectiveness of your teaching, including the students' achievement of the lesson's objectives and other meaningful learning.

NOTE: A written reflection may be required by the supervising teacher, and is always required for a lesson plan artifact submitted to the portfolio.
### Student Teaching Pacing Guide (7 weeks)

| Week 1-7 | • Attend all faculty meetings & professional development workshops  
|          | • Be a part of meetings with parents and other staff members  
|          | (Including parent/teacher conference, IEP reviews, etc.) |
| Week 1   | • Observe cooperating teacher  
|          | • Become familiar with daily routines, discipline plans, expectations  
|          | • Learn student names and seating chart  
|          | • Become familiar with texts, and other curriculum materials  
|          | • Review and become familiar with district, school and classroom policies  
|          | • Become familiar with the office area, librarian, special teachers, custodial staff, lunchroom staff and playground areas  
|          | • Look for opportunities to interact with students: Greet students, facilitate practice sessions, tutor small groups or individuals, assist with lessons |
| Week 2-3 | • Plan lessons for one new subject each week  
|          | • Begin team teaching, and serve as team teacher for all lessons by the end of 3 weeks.  
|          | • Assume clerical responsibilities for the classroom  
|          | • Plan unit outline |
| Week 4   | • Plan lessons for at least 3 subjects  
|          | • Finalize plans for new unit  
|          | • Begin fulltime teaching |
| Week 5-6 | • Full time planning  
|          | • Full time teaching  
|          | • Prepare, develop and administer assessment instruments |
| Week 7   | • Begin phasing out of teaching  
|          | • Complete necessary student assessments  
|          | • Observe other building teachers  
|          | • Complete all portfolio artifact preparations from experience |

**NOTE:** Although most placements are 7 weeks, the length of placement varies for a variety of reasons, e.g. school calendar; expectations for the placement; particular school expectations; particular program or state licensure requirement
# Student Teaching Pacing Guide (4 weeks)

| **Week 1** | • Observe cooperating teacher  
|           | • Become familiar with daily routines, discipline plans, expectations  
|           | • Learn student names and seating chart  
|           | • Become familiar with texts, and other curriculum materials  
|           | • Review and become familiar with district, school and classroom policies  
|           | • Become familiar with the office area, librarian, special teachers,  
|           | custodial staff, lunchroom staff and playground areas  
|           | • Look for opportunities to interact with students: Greet students,  
|           | facilitate practice sessions, tutor small groups or individuals, assist  
|           | with lessons  
| **Week 2** | • Plan lessons for one new group/ subject each day  
|           | • Teach or serve as team teacher for all lessons by the end of this week.  
|           | • Assume clerical responsibilities for the classroom  
| **Weeks 3** | • Full time planning  
|            | • Full time teaching  
|            | • Prepare, develop and administer assessment instruments  
| **Week 4** | • Begin phasing out of teaching  
|           | • Complete necessary student assessments  
|           | • Observe other building teachers  
|           | • Complete all portfolio artifact preparations from experience |
Primary Role and Responsibilities of the Student Teacher

Attendance

Attendance is a requirement for the student teaching experience as part of professional development for teaching. Student teachers must be in school all day, every day according to the school calendar, including the cooperating teacher's before and after school contract time, for the entire student teaching time frame. One of the first conversations to have with the cooperating teacher is how to handle emergency absences that may arise. Student teachers should notify the cooperating teacher, school office, and college supervisor if he or she are going to be absent. Absences due to illness or family emergencies should be discussed individually with the cooperating teacher (prior to the absence if possible). Personal activities are not to interfere with student teaching.

If an absence occurs the day of a supervisory visit, the student teacher must notify the Luther College supervisor in advance to avoid unnecessary travel. Up to two absences are permitted for job interviews, although it is preferred that interviews are scheduled outside of regular school hours. If an absence occurs on a day when you the student teacher is scheduled to teach, lesson plans must be left for the classroom teacher.

Participation

Student teachers should think of themselves as a professional member of the school staff and 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 student teaching during the fall semester, arrangements should be made to attend fall workshop/in-service days. Student teachers should be active members of the profession, the school, and the community.

During student teaching, the expectation is 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, it is expected to participate in school-sponsored in-service programs and other professional development activities. Student teachers are expected to assume responsibility for routine procedures related to non-teaching duties under the supervision and direction of the cooperating teacher.

Professionalism

Dress and grooming are expected to be professional and consistent with that of the cooperating teacher and the school's standards. Jeans, jogging suits, or other casual attire is not recommended. Being professional extends beyond professional dress -- be professional and have integrity in all interactions with students, staff, and parents.

Policies

Cooperating teachers should acquaint student teachers with school-wide and classroom management procedures at the very beginning of the experience. If a school handbook is available that describes such policies (including Internet use), student teachers should request a copy.
Observations

Observation is a primary requisite for eventual participation in the active role as a teacher. When student teachers observe, they should 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 the cooperating teacher. Reflections of early observations provide ideas and suggestions to assist as one gradually increases teaching responsibilities.

Lesson Planning

All student teachers are expected to write lesson plans using the appropriate format recommended by the school or cooperating teacher. Luther College does not subscribe to a particular lesson plan format. Lesson plans will be shared with the college supervisor per his/her request.

Challenges of engaging all students and meeting their needs will be much more likely met if thorough, thoughtful, and consistent plans are made for all lessons. Instruction will become stronger through this ongoing process.

Goals and objectives may be made with the assistance of the cooperating teacher. While there will be variety as to the length and the detail of lesson plans, they should have at minimum contain the following seven basic components:

- Standard
- Objectives
- Materials
- Procedure
- Differentiation
- Assessment
- Post-teaching reflection

Portfolio

Student teachers are required to complete the advanced portfolio during the student teaching semester. The process should begin as early as possible in the semester and gradually completed as the semester unfolds. The cooperating teacher and your supervising teacher are excellent resources to suggest potential portfolio artifacts. The Advanced Portfolio requirements are detailed in the table of contents of the Chalk & Wire portfolio, including the due date for the satisfactorily completed portfolio. Communicate with your portfolio evaluator when you have questions.

If a student teacher chooses to do an edTPA, the edTPA, portfolio may substitute for the Advanced Portfolio if the candidate’s portfolio is evaluated by the Assessment Coordinator prior to submission to Pearson evaluates the candidate’s portfolio and found to be “satisfactory” (according to the Education Department’s portfolio expectations).
Assessment

Assessment during student teaching is a cooperative process involving the student teacher, cooperating teacher, college supervisor, and 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 student teacher, cooperating teacher, and supervisor will serve as a key formative assessment to check progress and set goals for the second half of the student teaching experience. Two-way communication between the student teacher and portfolio supervisor will provide additional formative assessment and may be referenced in the conference. A summative three-way conference between student teacher, cooperating teacher, and supervisor will serve as a summative evaluation of the student teaching semester.

Conferences

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 serves as "home base" for all student teachers. Please contact her proactively if you have any concerns about student teaching (Kristin Bigler, biglkr01@luther.edu or (563) 387-1548.

Students

As student teachers progress through student teaching, they will assume increasing responsibility for the well-being and academic growth of every student in the class. Therefore, it is imperative from the very first day that student teachers maximize resources -- school, college, and personal -- to synthesize what has been learned up to this point and to put it into practice for the benefit of students. Taking ownership of planning, teaching, and assessing will make the student teaching experience as much like a "real" teaching position as possible.
Primary Role and Responsibilities of the Cooperating Teacher

Orientation

Student teachers should be made to feel welcome and comfortable. The student teacher should contact the cooperating teacher prior to the start of student teaching and exchange contact information. Necessary information should be provided, curriculum materials and documentation that the student teacher will need to feel that they are a part of the school staff. Introduce the student teacher to the school staff and in the school newsletter to families. Provide a desk or appropriate workspace for the student teacher. Develop a relationship as teaching partners. Model professionalism and expect professionalism. The online cooperating teacher seminar, will explain the relationship of the cooperating teacher with the student teacher, the college supervisor and the student’s methods advisor, as well as giving suggestions and answering questions related to this experience.

Modeling and Guidance

While student teaching, the cooperating teacher is the practicum student’s primary teacher. The cooperating teacher is responsible for showing the novice how to connect theory with practice and how to put into practice effective instructional strategies. Share methods that have been found successful and discuss the supportive research. Support the student teacher to understand that she or he need not be a carbon copy, but should try to develop his or her own teaching style.

Lesson Planning

Planning is a critical factor in effective teaching. The cooperating teacher should assist the student teacher to write lesson plans with sufficient detail so that the student teacher (or another person qualified to teach the subject) could teach from them. Written plans should include the essential lesson elements of objectives tied to standards, materials, procedures, differentiation, assessment and reflection. It is important that the cooperating teacher review and give feedback on the lesson plans before the student teacher teaches the lesson to ensure continuation of the curriculum. The cooperating teacher should communicate how much in advance lesson plans should be made available in order to have time to review them and provide feedback.

Encourage the practicum student to ask, “Why am I teaching this?” and “Why am I using this activity?” The cooperating teacher should assist the student teacher to analyze, reflect and assess the effectiveness of the plan following the lesson. Lesson plans need to be available to the college supervisor prior to each observation.

Gradual Release of Responsibility

The student teacher will soon be teaching in their own classroom, so this is an opportunity for them to try out their wings with support and guidance. The student teacher should begin by observing. This is an opportunity to learn student names, routines and procedures. They should first assist, then team with the cooperating teacher, and finally teach alone. Cooperating teachers may begin leaving the room for brief periods while the student teacher is conducting class as soon as they feel comfortable doing so, and increase time away from the classroom. Even after the student teacher has assumed the full teaching load, he or she should be observed in action at least one full class per day. Require lesson plans from the student teacher at least two full days in advance or in accordance with your school’s policy. Your student teacher should plan and teach a minimum of ten full days within each seven-week placement. More days are optimal if the schedule permits. (Many students teach 3 full weeks.)
Observation

Even during the time the student teacher is doing their full teaching the cooperating teacher should be in the classroom at least some time every day to give feedback and encouragement. Prior to an observation, discuss and agree on the specific teaching element you will be observing. Look for and emphasize the positive, as well as suggestions for growth, as the practicum student gradually increases his/her teaching responsibilities.

Assessment Conferences

Have a conference every day with your student teacher if possible, but no less than two or three times per week. Encourage your practicum student to use video for self-evaluation. Ask questions that assist the practicum student to reflect: “What worked well? What would you do differently? Why?” Be specific and concentrate on only one or two areas in your discussion.

Teamwork

It is important that the cooperating teacher, the student teacher, and the college supervisor work together as a team to make this a positive learning experience. Plan a midterm conference when the three of you can meet to discuss progress and areas for growth, using the ten Luther teaching competencies as a guide to set goals for the second half of the experience. Near the end of the seven weeks, the cooperating teacher will meet with the college supervisor and the student teacher to complete the summative evaluation and to determine the assignment of the “credit/no credit” grade for the student teaching experience.

Documentation

Take notes during your observations and document both positive areas and areas of concern that you will share with your student teacher. This documentation will also be useful when completing the summative evaluation. If problems or concerns arise at any time, please contact the college supervisor in a timely fashion so that these issues can be addressed.

Students

Both the cooperating and student teacher should know that the well-being and academic growth of the students in the classroom is cooperating teacher’s first priority. The cooperating teacher’s modeling, guidance and support will help the student teacher to become a confident and successful professional.
Primary Role and Responsibilities of the Supervisor

The college supervisor is the direct representative and link between Luther College and the school in which the student teacher is placed. The college supervisor also facilitates the relationship of the student teacher and cooperating teacher. After the final evaluation conference with the cooperating teacher and the student teacher, the supervisor determines the assignment of the “credit/no credit” grade for student teaching.

Getting Started

Prior to the start of the student teacher’s placement, the supervisor communicates with the student teacher, the cooperating teacher, and the principal to initiate their work together. The involvement of the principal will differ from site to site, but communication with the principal is important. It is important to know whether or not the principal has concerns about the placement, before, during, and at the conclusion of the placement. The principal also can be an important source of feedback to the student teacher.

The college supervisor and the cooperating teacher work together to support and encourage the student teacher to take advantage of the challenges of the classroom. The supervisor maintains regular communication with the cooperating teacher to ensure consistent messages to the student teacher and to be able to respond in a timely manner if concerns about the student teacher arise.

School Visits

The supervisor visits the student teacher a minimum of once every two weeks. The initial visit must occur within the first few days the placement begins. These visits are coordinated with the cooperating teacher and student teacher. “Surprise visits” have their purpose, but the supervisor must be sure the cooperating teacher is comfortable with such visits. For the most part, visits should be planned with the student teacher in advance. The student teacher needs to know the expectations of the supervisor.

Most of the visits will include an observation of the student teacher as he or she engages in particular responsibilities with the students so that the student teacher can demonstrate growth over time. The final visit for a seven-week or shorter placement includes a conference in which the student teacher, the cooperating teacher, and the supervisor discuss the student teacher’s performance, including the student teacher’s growth. For a placement longer than seven weeks, a similar review conference will take place at the midpoint of the placement, as well as during the final week of the placement.

Observation forms are available from the field placement coordinator or supervisors may use their own format. Written feedback is important for the student teachers to set goals and reinforce positive elements of classroom management and instruction.

Supervisors should follow the visiting school’s sign in procedures and will be provided with a Luther College name badge.
Lesson Plan Expectation

It is important for the supervisor and cooperating teacher to expect the student teacher to complete a lesson plan for each lesson the student teacher is responsible for teaching. The elements to be included in that plan are the following: relevant standard(s); objectives; materials; procedure; differentiation; assessment; and post-teaching reflection. The cooperating teacher and/or supervisor may require additional expectations regarding lesson planning and plan writing. The supervisor should expect the student teacher to provide a copy of the lesson plan in advance of an observation. Feedback from the supervisor regarding the student teacher’s planning, teaching, and post-teaching reflection is crucial to the growth of the student teacher.

Relationship with the Cooperating Teacher

The supervisor is “the face of Luther College” to the cooperating teacher. When a cooperating teacher is new to this responsibility and/or new to working with a Luther College student teacher, the supervisor may need to clarify and reinforce the expectations of Luther College for the student teacher. The supervisor may need to help the cooperating teacher recognize ways he or she can support and provide additional opportunities from which the student teacher can learn. Ongoing communication between the supervisor and cooperating teacher is important. It is hoped that the student teacher sees the supervisor and cooperating teacher working together to support the student teacher. If the supervisor feels that there are concerns about the placement with this cooperating teacher that cannot be easily resolved, the supervisor should bring this to the attention of the Luther College field placement officer. The field placement officer will consult with the department on how to proceed.

Although the final responsibility for the student teacher’s grade rests with the supervisor, it is the hope that the supervisor and cooperating teacher concur on the final evaluation. A final evaluation conference to discuss with the student teacher his or her development on the competency and disposition continua helps to ensure the student teacher gains the maximum from the student teaching experience and prepares the student teacher for his or her next step of professional development.

Working with a College Faculty Member

A college faculty member may work with the student teacher and the supervisor at the start of the student teaching placement and be available, as needed, throughout the placement.

The primary reasons for the inclusion of the faculty member would be (1) the student teacher’s placement is in a location that typically precludes an ongoing partnership with Luther College and/or (2) the student teacher needs additional support/guidance from a Luther College faculty member who has previous experience with the candidate. In the circumstance that a college faculty member is working with the supervisor and student teacher, the student will have agreed to this arrangement prior to the placement. The faculty member will initiate communication with the supervisor in a timely manner before the placement begins.

Midterm Evaluation

Approximately midway through the placement, dialogue should take place between the student teacher, cooperating teacher, and supervisor as they review the upcoming evaluation that will be done towards the end of the placement. Goal setting and reinforcement should occur at this time along with becoming more familiar with the evaluation instrument. At the conclusion of the first placement the supervisor will set goals and share them with the student teacher for continued growth before the next placement begins.
Final Evaluation and Narrative Requirements

At the conclusion of the placement with a student teacher, the supervisor (1) indicates whether or not the student teacher should receive a credit/no-credit grade and (2) recommends whether the student is/is not recommended for licensure. This is documented on the evaluation.

The evaluation should be completed early enough for the supervisor and cooperating teacher to be able to review each of their evaluations with the student teacher before the placement is completed.

This information is intended to help both cooperating teachers and supervisors in the process of evaluating the student teacher’s performance.
On-line Evaluation and Narrative Requirements

This information is intended to help both cooperating teachers and supervisors in the process of evaluating the student teacher’s performance.

Professional Semester (Student Teacher) Evaluation

Luther College requires that each cooperating teacher and Luther College supervisor complete an official on line evaluation. Evaluations are sent to the Education Department Field Placement Office. Copies may also be given to the student teacher if requested. Luther College has an open policy for student credentials and the evaluation is copied to the students’ personal file as well. Student teaching is graded on a credit/no credit basis, so teacher comments are very important for the student seeking a position. Next to a personal interview, surveys have shown that evaluations and letters of recommendation are second in importance in determining who is hired for most teaching assignments. Because of that, the evaluation and recommendation may play an important part in the practicum student’s future. Specific, candid statements serve the best interest of the candidate, the potential employer, and the profession.

Evaluation process for cooperating teachers

Go to http://www.luther.edu/education/coop-teach/evals/. You will find the links and PDF downloads of the final evaluation. You may want to download a copy of the evaluation for discussion throughout the placement. At the end of the placement, your final evaluation will be completed online using the link above.

Narrative sample for cooperating teachers

Go to https://www.luther.edu/education/student-teaching/cooperating/. On the right hand side of the screen you will find a link to a sample narrative for cooperating teachers.

The narrative portion of the evaluation is meant to be a venue for explaining the ratings, for citing examples and illustrations. Although this portion may also be a letter of recommendation, it is not necessarily one. It is very possible to write evaluative comments in a narrative while writing a separate letter of recommendation. Narratives should be printed on school letterhead, dated, and signed. They can be sent via mail or electronically to the Education Department Administrative Assistant, Renee Gunderson at gunderre@luther.edu.

Evaluation process for supervisors

Go to http://www.luther.edu/education/student-teaching/supervisor/evals/. You will find the links and PDF downloads of the final evaluation. You may want to download a copy of the evaluation for discussion throughout the placement. At the end of the placement, your final evaluation will be completed online using the link above.

Narrative sample for supervisors

Go to https://www.luther.edu/education/student-teaching/supervisor/. On the right hand side of the screen you will find a link to a sample narrative for supervisors.

The narrative portion of the evaluation is meant to be a venue for explaining the ratings, for citing examples and illustrations. Although this portion may also be a letter of recommendation, it is not necessarily one. It is very possible to write evaluative comments in a narrative while writing a separate letter of recommendation. Narratives should be printed on school letterhead, dated, and signed. They can be sent via mail or electronically to the Education Department Administrative Assistant, Renee Gunderson at gunderre@luther.edu.
Professional Ethics and Resolving Problems

The overall goal of the student teacher, cooperating teacher, supervisor, and methods/portfolio supervisor is for the candidate to have a successful student teaching experience. In a few instances, however, significant issues may arise that must be addressed. This must be done in a proactive, positive, and professional manner.

End of First Placement

When concerns develop and are not clearly resolved before the end of the placement, the supervisor must report the concern to the field placement officer before the candidate begins his or her next placement. The candidate will not begin the second placement until a “plan of action” has been determined.

- The field placement officer and the supervisor will decide if it is necessary to include the department chair, methods professor, and/or advisor in the conversation regarding how to proceed.
- The candidate will know there is a concern. This concern might need to be addressed in writing.
- If a formal plan of action needs to be taken, the appropriate parties, including the candidate, will be involved.

During Second Placement

If a concern arises that did not appear to be present during the first placement (or lingers when it was thought to be resolved), the supervisor must contact the field placement officer as soon as possible. It is important to address the concern as soon as possible, before the end of student teaching when there are fewer options for finding a comfortable course of action.

Above all, we want to support the candidate and not put the education of the students in the school placement in jeopardy.
- The field placement officer will consult with the department chair to decide if it is necessary to include the methods professor and/or advisor in the conversation regarding how to proceed.
- The candidate will know there is a concern. This concern will be addressed in writing.
- If a formal plan of action needs to be taken, the appropriate parties, including the candidate, will be involved.

Removal from Student Teaching

If, following the reporting of a concern to the field placement officer, it is decided to remove a student teacher from a clinical placement; the Luther College policy for such a removal will be followed. A copy of this policy is in the Student Teaching Handbook, and is also in the Education Department Handbook. In the event of the removal of a candidate from his/her field placement, it is important that the supervisor provide the department with adequate documentation and supporting evidence for such action, including copies of supervisory observation reports.
College Policy Statement for Removal from a Clinical Placement

The candidate shall be removed from his/her clinical placement under the following conditions:

1. The cooperating teacher is inadequately prepared to demonstrate interest or skill in mentoring the candidate. This may be demonstrated by a teacher who gives little or inappropriate feedback/guidance to the student and/or removes him/herself physically or in a supporting role from the classroom before the candidate is prepared to assume the role of the teacher. In such instances, the field placement officer will obtain a different placement for the Luther student.

2. When it is determined and documented by the college supervisor, the cooperating teacher or building administrator that a situation exists which prevents the candidate from making continual progress during the practicum experience. Specifically, circumstances indicate that the candidate is unable or unwilling to make critical changes or adaptations that would result in progress toward gaining professional skills.

3. It is determined and documented that the candidate is substantially distracted from the teaching experience whether due to personal problems, health issues, or attitude.

4. The candidate demonstrates a lack of commitment to his/her learning or that of the classroom students. The candidate is unable/unwilling to rectify the situation.

5. Documentation indicates that the candidate interacts with the classroom students in an inappropriate manner:
   - Physical, sexual, or verbal abuse of students
   - Impatience, humiliation, or harassment of students
   - Inappropriate out-of-school contacts which imply a friendship rather than a mentor relationship
   - Discussion of highly personal topics with students
   - Violation of confidentiality
   - Inappropriate language, jokes, innuendoes, or sharing of printed and/or media material with students
   - Leaving children unattended or in any situation that would subject them to danger
   - Inappropriate use of electronic mail and/or technology in the work setting

6. The candidate fails to comply with the conditions as specified in the objectives of the clinical experience (candidates should refer to the “Memorandum of Understanding” signed prior to placement in the school).

7. The candidate fails to demonstrate a growing sense of the profession because of prolonged and unexcused absence and/or tardiness. The candidate is found guilty of a felony crime during the clinical placement whether or not such is related to the school setting.

Procedures for Removal:
A cooperating teacher, building principal, Luther College supervisor, or methods professor may make a recommendation for removal from a placement to the field placement officer. The individual recommending the removal should provide written documentation regarding the area(s) of concern. The field placement officer will consider the nature of the concerns and share that information with the student teacher's academic advisor and the education department head. The field placement officer will also confer with the candidate, in person, by phone, and/or by electronic means, to verify the information and gain an understanding of his/her knowledge and explanation related to the concerns.
The department head and field placement officer will make their decision based on the best interest of the cooperating school faculty and the students, taking into consideration the teacher candidate, to the extent possible.

The field placement officer will inform all parties of the date of termination and any other contingencies that must be addressed to ensure the ongoing program of instruction for the students in the classroom. The field placement officer will also inform the student life and registrar's offices at Luther College.

**Procedures for Appeal:**
Candidates who do not agree with the decision regarding removal from the clinical placement may appeal that decision, in writing, to the Vice President for Academic Affairs and Dean of the College. Such appeal should list the reasons why the candidate believes the removal unwarranted, under one of the three reasons given in the Faculty Handbook policy 614.0: “lack of information, competence, or prejudice.” Such an appeal must be made prior to the end of the semester in which the removal occurred. The decision of the Vice President for Academic Affairs and Dean of the College is final. (Approved by the Education Department, August 26, 1999)