I. Introduction and Overview
II. What is my role as cooperating teacher? What’s my job?
III. How can I be an effective observer/supervisor? What should I look for?
IV. What types of field experiences do the students have?
V. What skills should I model for my student?
VI. What are student teachers like? What developmental level are they?
VII. Why do student teachers have homework?
VIII. What do I do if I have conflict with my student teacher?
IX. Why can’t my student just imitate a lesson I taught?
X. Why don’t student teachers start teaching the first day?
XI. How do I benefit from hosting a student? What is in it for me?
XII. How do I write an effective formative or summative evaluation?
XIII. To which standards and ethics are students held accountable?
XIV. Where can I find other resources?

Assignments for the Practicum Teacher
Forms & Responsibilities of the Practicum Teacher
Assignments for the Student Teacher
Forms & Responsibilities of the Student Teaching Cooperating Teacher
Communication of Concern
**Introduction**

We are excited that you have agreed to partner with us in preparing people to enter the teaching profession. The responsibility is rewarding, challenging, and has a powerful impact for in no other profession do individuals prepare students for *all* vocations (Ayers, 2001). The youth in the U.S. and around the globe deserve teachers who believe that all children can learn, that learning is conceptual, and builds upon itself over time. With all of the recent challenges in education—testing, budget cuts, negative press, and constant revision of standards—this profession demands more of its teachers than ever before. We value your expertise and mentorship, and we look forward to successful years of collaboration. Thank you for all you do.

**UMM Teacher Education Description**

Through the field of education, students can pursue the study of education and its role in society (separate from teacher licensure programs); complete a major and teaching licensure in elementary education; prepare to teach one or more liberal arts subjects at the secondary school level; and/or prepare for graduate study in education. The Division of Education programs are enhanced through faculty commitment to personalized instruction, use of current instruction technologies, and opportunities for student and faculty participation in multicultural and international educational experiences. This statement can also be found at the Division of Education page on the UMM Web site using the following link:

http://www.morris.umn.edu/education/

**Conceptual Framework**

This framework places the characteristics of excellent teaching within the context of a liberal arts program. The four main components of our program are theory and practice, leadership, diversity, and technology. These four components are integrated throughout our secondary education program. Our processes for educating our candidates are developmental, constructive, reflective, integrative, collaborative and standards-based. By successfully completing our teacher education program preservice teachers will have the necessary knowledge, skills and dispositions for teaching all students all places. Each of the components within the conceptual framework is described in more detail at our Web site. Please use the following links below for more explanation.

http://www.morris.umn.edu/NCATE/framework/
http://www.morris.umn.edu/academics/secondaryeducation/framework/
What is my role as cooperating teacher? What’s my job?

As you welcome a new, prospective teacher into your classroom, you take on the role of mentor and guide. In general, cooperating teachers (you!) provide learning experiences for new pre-service teachers, and you give them the space to work with real kids. You will help them through the rough spots and the mistakes that they make, and you will nurture the talents and skills that they have already developed. This is important and valuable work—you are shaping the new colleagues who will join you in the future.

Some typical responsibilities of the cooperating teacher include:

- **Giving feedback:** Provide formative feedback in writing at least three times per semester. Complete a summative evaluation. (These forms are provided by the university). Your day-to-day, informal feedback is also key and will be discussed in another section.

- **Monitoring assessment:** Practicum students and student teachers engage in assessment activities that are required for ongoing state and national accreditation of the teacher education program. Your support and encouragement as they complete these projects (which we call the Analysis of Student Learning) is much appreciated.

- **Collaborating regarding instructional technology:** Practicum students and student teachers are expected to appropriately integrate available technologies into their lessons. You may be asked to provide feedback on the student teacher’s use of technology in a lesson; in some situations, you may also learn about technologies from your student teacher.

- **Managing logistics:** Find a place for your practicum student or student teacher to sit or work when they are not in front of the classroom. Procure copies of textbooks for the student teacher. Make sure to introduce your student teacher to colleagues and professionals in the building and generally make them feel welcome. Discuss your expectations for co-planning or viewing lesson plans prior to instruction and discuss school policies that must be followed, etc. In general, the clearer your expectations, the better able the student teacher is to meet them.

The cooperating teacher role can be challenging. In part, this is because supervisory personnel (university supervisors and cooperating teachers) really play a dual role with pre-service teachers: advocate and gatekeeper (Page, Rudney, & Marxen, 2002). We need to nurture and support new teachers and help them achieve their potential—in other words, to be an advocate. But we also are members of a profession and we have a responsibility to the state, the public, parents, and students to not allow entry into that profession of clearly inadequate or unethical teachers. In other words, we are gatekeepers.

**Ways to be an advocate:**

- Offer constructive criticism designed to help the preservice teacher improve their performance.

- Establish a positive relationship with the preservice teacher—allow them to approach you with questions and concerns.

- Support the work of the preservice teacher by assisting them with university assignments where appropriate, brainstorming, and having professional conversations about teaching and schooling. The time you take with a preservice teacher pays off in better performance of that teacher and therefore more support for your own work in the classroom.
Ways to be a gatekeeper:

- Contact the university supervisor for assistance when a preservice teacher is struggling or displaying inadequate progress.
- Be kind but direct-hinting or being passive aggressive with constructive feedback often is not effective with preservice teachers. Be honest about the preservice teacher’s strengths and weaknesses.
- Be willing to make the tough decision, if needed. Although rare, there are times when a preservice teacher must be asked to leave the classroom or may fail a field experience such as fall practicum or student teaching. Work with the university supervisor to determine if this is warranted, and if it is, do not be afraid to make that choice.

Your work as a facilitator and guide, as an advocate and a gatekeeper, will support your preservice teacher to success and provide excellent new instructors for K-12 students!
How can I be an effective observer/supervisor? What should I look for?

In your role of cooperating teacher, you will often formally and informally observe your pre-service teacher and provide feedback. What should you watch for? How can you deliver the feedback? How can the observation be structured?

There are many different approaches to observation or supervision. You should choose a general approach that seems to work with your personality and the needs of your pre-service teacher. In longer experiences like student teaching, you may want to try a variety of approaches. Developmental, clinical, humanistic, and didactic approaches are described by Pajak (1993); clinical models are the primary focus here.

- **Clinical supervision:** In clinical supervision, derived from a medical model, the observer/supervisor follows several steps.
  - Pre-conference (find out what the pre-service teacher will do/has planned)
  - Observation (take notes, use checklist, collect data about what is occurring)
  - Analysis (reflect on what was observed)
  - Post-conference (confer with person being observed about what was seen, referring to concrete and visible teaching behaviors; often stated goals from the pre-conference or a certain theme or focus of the observation—such as questioning techniques or classroom management—guide this discussion)
  - Post-conference analysis (talk about the benefits of the process, plan for the next observation)

- **Goal-focused supervision:** In this type of supervision, the preservice teacher and cooperating teacher (jointly or separately) set pedagogical and/or content goals for the lesson beforehand and discuss in a pre-conference. The observation and post-conference discussion center on whether those goals were met and how they could be met better in the future.

- **Standards-based supervision:** Preservice teachers, cooperating teachers, or supervisors choose standards (such as those in the Standards of Effective Practice or sections of the content standards for teachers) upon which to base the observation and discussion.

- **Selective verbatim supervision:** This format requires observers to record linguistic events in the classroom verbatim. The transcript or notes are then reviewed and analyzed. This technique is most useful when focusing on linguistic aspects of the classroom such as teacher-student interactions, questioning techniques, etc. For example, many teachers believe that they do not speak as much as they do or that they ask higher order thinking questions more often than they do. A review of a selective verbatim transcript might reveal whether the teacher in fact does dominate discussion or ask higher order questions.

- **Question- or problem-driven supervision:** In this case, a problem or question is determined beforehand by supervisors or preservice teachers. (For example, one might ask, “Am I calling on all students with equal fairness?” or “Are my interactions with students equitable?” or “Are the students learning my stated objectives or something unintended? Why?”) The observer takes notes on the lesson with the particular question in mind and the conference focuses on what was seen (in answer to the question) and brainstorming for ways to improve related to the problem or question in the future. Often other forms of data than notes are helpful here—a seating chart coded with number of times a student is called on, a checklist of types of questions posed, etc.
The developmental/clinical model: In this model, as new teachers progress and grow the supervisory approach changes. When new teachers are in a lower stage of development, concerned primarily with their own self-adequacy, the supervisor should be more directive and offer more concrete advice and models. In the middle stage when new teachers are concerned with their own classroom (but not just themselves) the approach should be collaborative, with the supervisor presenting information, questioning, and both offering and eliciting suggestions. When the new teacher is in the highest stage, when the new teacher is concerned not only with the self and their own classroom but is also considering students and other teachers, the supervisory approach is nondirective, consisting of listening, clarifying, and encouraging.

In all types of supervision, the goals of cooperating teachers and of university supervisors are
- to assist the practicum student or student teacher in reflecting on and analyzing their practice,
- to offer constructive criticism (or guide preservice teachers to self-critique) and to brainstorm solutions,
- to note strengths or areas of growth, and
- to set goals for future practice.

Supervision is often very successful when supervisors do not just give ideas outright but help elicit ideas for improvement from the preservice teacher their self (Acheson & Gall, 1980).
What types of field experiences do the students have?

Fall Practicum
The fall practicum is an opportunity for our students (candidates) to gain critical experience in the areas of observing, assisting and teaching in classes prior to their student teaching experience in the spring semester. For the first eight weeks of the practicum students are in the schools approximately 15 hours per week as they complete two consecutive contract days (Tuesday/Wednesday or Wednesday/Thursday). In the last two weeks of the fall practicum, candidates are full-time and expected to be in the school the entire contract day. The student during the two weeks of full-time should teach at least two classes daily (approximately 100-120 minutes) and spend the rest of their time observing, reflecting, planning, and assessing. Candidates are encouraged to take on as much teaching responsibility as they and their cooperating teacher think is appropriate. The university supervisor confers with the cooperating teacher to determine the student’s continuation in the education program and the student’s eligibility for student teaching.

Sample FALL Practicum Timeline
(Weeks 9-10 are full time teaching)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase in</td>
<td>Create lesson</td>
<td>Teach mini lessons</td>
<td>Full time</td>
<td>Focus on in at least 2 classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>Assist students</td>
<td>Plan &amp; Finalize unit + assessment creation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assist Students</td>
<td>Reflect Grade papers</td>
<td>Attend Parent Teacher Conferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Teaching**
The structure of student teaching is that during the first week of student teaching candidates will become familiar with the curriculum, get to know the students and you, and assist with all classroom activities, attendance, hall duty, etc. In this way they will become familiar with the courses, district policies, support staff, and programs that are available to students. This first week is also a great opportunity to share your expectations with the student teacher and for the student teacher to share those expectations of the experience with you. In this first week you might want to share your attendance and late work policies as well as ask the student teacher to tutor students, teach part of a lesson with you, team teach with you, and monitor groups or activities.

During the second week student teachers should begin teaching one class in addition to the duties of the first week. By the fifth week they should be full time teaching including all of your duties and continue full time into weeks 6, 7, 8, and 9. During the full time experience they should also participate in parent teacher conferences, and work on developing professional relationships with the students, faculty and administration. In week 10, they begin to slowly phase out of full time continuing the phase out through week 12.
The edTPA (Teacher Performance Assessment) was created at Stanford University and is now implemented in most states as a requirement for teaching licensure. The goal of the edTPA is for candidates to display knowledge and skills of teaching in an authentic and performance oriented fashion (as opposed to standardized testing). The edTPA requires candidates to plan and implement a teaching segment (3-5 lessons) specific to their content area. Candidates create highly detailed lesson plans and reflect deeply on their planning processes. They consider content knowledge, learning theory, and how to enhance students’ academic language and literacy. When candidates teach their segment, they videorecord. The edTPA requires video clips to feature particular activities. Candidates write an additional reflective paper wherein they analyze their videos. Finally, the third edTPA task requires that candidates submit the video clip, student work samples, examples of their feedback to students, and a reflective commentary that analyzes the candidate’s assessment knowledge and skill. EdTPA assignments are submitted to Pearson Education for scoring. The University Supervisor also provides an internal UMM score and offers feedback to candidates.

Your role as the cooperating teacher is to allow the candidate to plan and teach their teaching segment early in student teaching (usually Week 3—see timeline below). While we believe that the edTPA addresses fundamental and important skills, our goal is that the project not become the primary focus of student teaching. Thus, we require candidates to complete these tasks very early on so that they can focus even more explicitly on their teaching setting and their work with K-12 students. You can support the student teacher by helping to determine the topic of the learning segment based on the requirements in the edTPA handbook immediately (sometimes even before student teaching begins) and by providing feedback on lessons.

**Sample Student Teaching Timeline**

Week 1: Phase in, learn policies; Plan for Teaching Segment (edTPA Task 1)
Week 2: Begin teaching Class 1; Complete Planning Task (Task 1)
Week 3: Implement Teaching Segment, Complete Teaching Task (edTPA Task 2)
Week 4: Take on Class 2 & 3 (continue teaching Class 1); Complete Assessment Task (edTPA Task 3)
Week 5: Take on ALL Classes; Submit completed edTPA—FULL TIME TEACHING
Week 6: Continue teaching all classes—FULL TIME TEACHING
Week 7: FULL TIME TEACHING
Week 8: FULL TIME TEACHING
Week 9: FULL TIME TEACHING
Week 10: Ease out of 1-2 Classes, continue teaching the others; edTPA revisions if necessary
Week 11: Ease out the other classes; shadow other teachers and specialists
Week 12: Phase out and additional shadowing as desired
What skills should I model for my student?

Organization
Not every teacher organizes and plans their work in the same way. However, all teachers have some “rhyme or reason” for what they do. Your way of planning and organizing your lessons and other work may not be visible to your new preservice teacher. It would be very helpful to discuss with the preservice teacher your approach to this part of the teaching process.

One aspect of supervising a preservice teacher that may be challenging for some teachers is that of organization. New teachers do not have the same experiences and background knowledge of experienced teachers. Therefore, they often need more processing and planning time to develop good lessons. It is very helpful to preservice teachers to know what lessons or units they will be teaching in advance. It is extremely difficult for new teachers to jump in and teach a unit at the last minute. During the fall practicum experience, not knowing what unit they will teach may also impact their performance in coursework.

During the Teaching and Learning Strategies course, preservice teachers engage in lesson and unit planning as well as an Analysis of Student Learning (ASL) project. They are asked to complete parts of their unit plan and ASL project throughout the first ten weeks of the semester. If the student does not know what unit they will be teaching until the week before they teach it, not only can they not do the planning class work required of them but they likely will not teach the unit as well to students as they would if they had time to prepare more fully. The need to plan units ahead of time can be very challenging for experienced teachers who prefer to allow their classes to evolve more flexibly. Anytime a cooperating teacher tries to accommodate the needs of the inexperienced teacher being mentored, we greatly appreciate it, for this is how good new teachers learn and enter the profession.

Feedback
Perhaps the most important task of the cooperating teacher is that of providing feedback to the preservice teacher. The following guidelines may assist you in offering effective feedback.

- Be honest and balanced in the feedback. While preservice teachers appreciate kindness when discussing negative feedback, they do want you to tell them what areas to improve. Do not leave out discussions of weaknesses. Likewise, make sure not to always dwell on weaknesses but also point out areas of strength. Preservice teachers who want to excel become frustrated if they are always told that everything is perfect. Likewise, preservice teachers become discouraged if the only feedback they receive is negative.

- Consider the preservice teacher’s developmental level and learning style. (See the section on Developmental Levels of Student Teachers for more discussion on this). Understanding the immediate concerns of the preservice teacher and how s/he processes information will be helpful. If a student is visual, consider written notes (not just discussion) and charts and pictures. If a student is kinesthetic, consider a role play for exploring a thorny scenario.

- Provide adequate time for debriefing. One of the most disheartening things for preservice teachers is if they feel that the cooperating teacher does not take the time to reflect and debrief with them. Occasionally, we have asked a student teacher how
things have gone this week and they will reply “I don’t know—my cooperating teacher hasn’t had time to tell me!” (This reflects the student teacher’s developmental level and need for assurance as well). In a case like this, perhaps the cooperating teacher feels confident that things are going well and does not see the need for intervention; therefore the teacher does not debrief lessons with the student teacher. But the student teacher (especially those at lower developmental levels) may not know that things are going fine unless we tell them. It is a difficult shift, sometimes, but you are now working as a team and all members of the team must communicate effectively together. Expect good communication from your student teacher and try to model these skills for them as well.

Relationships: Their Importance in Teacher Training
Much of teaching involves developing and maintaining rewarding and professional relationships between several groups of people including students, parents, colleagues, administrators, and support staff to name just a few. As cooperating teachers you are not only developing a positive and professional relationship with the student teacher, but you are also guiding and mentoring them as they develop these relationships with the people in the school over the several weeks of their field experience. Positive relationships can help people to grow and try new and creative techniques and strategies while negative relationships can cause fear, frustration, and stress. As a cooperating teacher you are in a sense the leader of the student teacher with the dual role of advocate and gatekeeper. As such, being empathic, trustworthy, and holding high expectations of the student teacher will help them to feel calm, valued, and creative in the classroom (Goleman, 2006). Qualities of a good leader in any field are being a “great listener, encourager, communicator, having a sense of humor, showing empathy, being decisive, taking responsibility, being humble, and sharing authority” (Goleman, 2006, p. 277). While these are the qualities that make a great teacher and leader, they are also the qualities that can help foster positive and professional relationships between you and the student teacher.

Relationships: Their Importance in Student Learning
In recent years many research studies have pointed to the connection between K-12 students who feel involved and valued at school to academic success (Goleman, 2006). This means that mentoring student teachers in the area of positive student-teacher relationships is a high priority and critical to K-12 student learning and success. In the secondary education program this area of K-12 student learning and the importance of positive and professional relationships between K-12 students and teachers is fully integrated and attached to several key assessments for our student teachers, including the dispositions assessment. Your support and mentoring make a huge impact. Some qualities of teachers who excel in establishing positive student-teacher relationships are teachers who:

- tuned in to the child and responded to their needs, moods, interests, and capabilities, letting [students] guide their interactions
- created an upbeat classroom climate with pleasant conversation, lots of laughter, and excitement
- showed warmth and positive regard toward students
- had good classroom management, with clear but flexible expectations and routines, so that students followed rules largely on their own (Goleman 2006, p. 283).

In the end, good teachers care about their students. They value them and believe that they can be successful. To that end, they do all in their power to create a safe and nurturing environment for learning, creating, and where their brains can function at their best.
Communication

One significant component of teaching is communication. Teachers communicate with students, administrators, colleagues, parents, and community members on a daily basis. Our program weaves communication and its implications in cultural diversity and theory in several courses. To ensure that student teachers implement what they learn they are also expected to use and improve these skills in the field. Communication covers a wide range of subtopics such as verbal, vocal, metaverbal, nonverbal, facial language, environment, proxemics, language of time, hearing, attending, understanding, remembering, one-way listening, two-way listening, and empathic listening (Moore, 2005).

Verbal Communication

- Verbal component includes the actual spoken words.
- Vocal component includes voice firmness, tone, tempo, pitch, and volume.
- Metaverbal is the implied or intended message not directly covered in the verbal and vocal components (Why it is said).

Nonverbal Communication

- Facial language includes expressions as well as the eyes in conveying messages. These two areas are second only to words in communicating our feelings Moore (2005). Student teachers are asked to do video reflection as a part of the state-mandated edTPA project during their student teaching experience. Viewing their video recording often reveals whether or not their facial and body language match the message they are delivering. Your feedback (cooperating teacher) is also important for improving the student teacher’s nonverbal communication.
- Body language involves gestures such as point to something on the board, your stance in the room, posture, and gesturing for emphasis with your arms. Body language also includes touch such as a hug, a pat on the back, or a hand shake. Teachers must use discretion when utilizing this form of communication. Body language may also be analyzed in the video reflection.
- Environment covers where and how objects such as student work and school information, desks, and other items are placed in the classroom. It is also helpful to consider if objects are distracting to student learning or beneficial. The key here is that the room should feel warm and welcoming and the students feel safe and have a sense of ownership.
- Proxemics is the distance between people engaged in interaction which covers personal and social distance. This area can be a challenge for exceptional students, so it is important for student teachers to learn strategies to help students learn to evaluate and adjust their own personal distance.
- Language of time is the amount of minutes spent on any given topic within a lesson as well as pauses and silence between questions and answers and silence in discussions. Using wait time is critical in gaining student interaction. Research shows that teachers in general believe that they offer more wait time than they actually do, therefore; the video reflection becomes critical in this area of communication as well. Student teachers need practice and feedback in this area of communication.

Listening
Hearing is the physiological process.
Attending begins with hearing and continues on in focusing on what the person is communicating by blocking out other stimuli.
Understanding is the mental process. Being able to restate and explain what someone has said is important in this component.
Remembering requires hearing, attending, and understanding so that the information can be recalled at a later time.

**Styles of Listening**

- One-way listening is when you are not actively taking part in the exchange.
- Two-way listening actively involves the listener in the exchange of information such as asking follow up questions, paraphrasing what someone has stated, and asking for more information.
- Empathic listening is two-way listening with feeling. It is the listener attempting to feel what the speaker is feeling for deeper understanding. Observing the student teacher as they interact with students and providing feedback can help the preservice teacher continue to strengthen this style.

We encourage our student teachers and cooperating teachers to practice and model positive listening skills such as two-way and empathic.
What are student teachers like? What developmental level are they?

*Adult Learners*

Practicum students and student teachers are often challenged as they grow and develop during the teacher education programs. On the one hand, they are still students and are still treated in many ways like students as they are given deadlines and due dates, guidelines, and assignments. On the other hand, they are growing into new professionals and often they desire the respect and ownership over their own work that professionals experience. Some preservice teachers grow into professionals more quickly than others and need less structure and accountability. Some preservice teachers continue to require specific deadlines and guidelines, concrete feedback, monitoring from their supervisors, and other aids further into their experiences. Fall practicum students are newer and less experienced than student teachers and are more likely to require more assistance.

Although new and less experienced, many of the practicum students and student teachers you meet display qualities of adult learners. Understanding the following qualities of adult learners may assist you in working with your preservice teachers:

- Adult learners appreciate a certain amount of independence—though preservice teachers definitely want concrete assistance when they struggle.
- Adult learners appreciate learning from experience rather than being told everything didactically.
- Adult learners are typically more problem-driven.
- Adult learners are more skeptical of information than young learners—they want to “try it out” before accepting a solution or strategy or piece of information.
- Adult learners appreciate information that applies directly to their need or problem.
- Adults need to be treated like adults.
- Adults often prefer to be self-directed.

This [link](#) contains more information on adult learners. How does your preservice teacher act like an adult learner? If you can talk with them and observe their behavior, you may notice characteristics that will assist you in your interactions.

*Learning Styles*

Just like your K-12 students, your preservice teacher will have a preferred learning style. Understanding your preservice teacher’s way of learning will enable you to more effectively mentor that preservice teacher. The preservice teachers analyze their own learning styles at the beginning of their coursework and should be able to discuss with you how they best learn. Some types of learners include:

- Visual learners (who process new information best when it is visually illustrated or demonstrated)
- Auditory learners (who process new information best when it is spoken)
- Kinesthetic learners (who process new information best when it can be touched or manipulated)
- Environmental learners (who process new information best when it is presented in surroundings that match learner preferences (room temperature, lighting, seating, etc.))

Preservice teachers’ ways of thinking will also impact their behavior and interactions. Your preservice teacher will likely engage in one of these types of thinking styles:

- Reflective Thinkers
  - view new information subjectively
- relate new information to past experiences
- often ask "why?"
- examine their feelings about what they are learning

- **Creative Thinkers**
  - like to play with new information
  - always ask "why?"
  - make excellent troubleshooters
  - create their own solutions and shortcuts

- **Practical Thinkers**
  - want factual information without any "nice-to-know" additions
  - seek the simplest, most efficient way to do their work
  - are not satisfied until they know how to apply their new skills to their job or other interest

- **Conceptual Thinkers**
  - accept new information only after seeing the big picture
  - want to know how things work, not just the final outcome
  - learn the concepts that are presented but also want to know the related concepts that may not have been included

---

### Stages of New Teachers

Several scholars have studied new and experienced teachers and discussed the differences between them. New teachers have different concerns than more experienced teachers. These are summarized below:

#### Stage 1: Survival (Lowest) Stage

“Inexperienced teachers, several studies suggest, are primarily concerned with their own survival on the job. They are very sensitive to how principals, supervisors, and other teachers judge their performance, and they are uncertain about their personal adequacy. In contrast, superior experienced teachers are primarily concerned with student progress and measure their own success against personal standards….Novices are insecure, fearful, and preoccupied with proving their adequacy to others. They eagerly seek and cling to whatever seems to work.” (Pajak, 1993, p. 244).

#### Stage 2: Maturation (Middle) Stage

“As teachers achieve some success and become more secure, they focus less on their own needs and begin to adapt their methods and materials in order to improve their instructional technique. They tend, however, to be conventional and conform to group norms and expectations. Their concern for students is limited to the learning needs of the class as a group.” (Pajak, 1993, p. 244). Teachers at this stage are branching out beyond a concern for self and self-adequacy but they still “play it safe” a bit and lack in their ability to account for individuals as well as the class as a whole.

#### Stage 3: Confident Teacher (Highest) Stage

These teachers are highly committed to students’ needs and possess the capacity to address those needs effectively through their instruction. They can work with both individuals and groups within their classrooms and their concerns go beyond themselves, their own students, and their own performance to encompass all students, colleagues and peers, and the school and society as a whole.

It is important to note that teachers, preservice and inservice alike, do not always fall squarely into one stage. In one aspect of their teaching, a teacher might be in survival stage. In other aspects, s/he might be a maturing teacher or confident teacher. As you observe your practicum student or student teacher, what do their words and actions tell you about the stage of
development that s/he is experiencing? Does this stage apply across the board or not? These stages of development might impact how you observe and work with your preservice teacher (as discussed in Tips and Guidelines for Classroom Observations).
Why do student teachers have homework?

The program is designed to have theory and practice completely woven into every aspect of the Secondary Education Program. This means that the work, readings, and pedagogy that are studied in courses are put into practice within the same semester. Preservice teachers primarily have two types of “homework”: the state-mandated edTPA project and weekly reflections. The weekly journal encourages deep reflection on the part of the students and helps our program successfully meet state and national accreditation requirements as well as state standards for teachers. The edTPA requires candidates to demonstrate and reflect on key instructional skills such as planning, integrating appropriate teaching strategies, providing instruction in academic language, and effectively using assessment techniques and supplying feedback to K-12 students. The University supervisors and cooperating teachers form a team that provides feedback and support to student teachers, accountability, and opportunities for putting theory into practice.
What do I do when I have conflict with my student teacher?

When conflict occurs it can be very difficult to know how to handle a disagreement, misunderstanding or an issue with unmet expectations. The following list includes suggestions if a conflict does arise.

- **Step one** - share with the student teacher who you are and what you need in the classroom and from the student.
- **Step two** - Clarify your expectations of the student day to day and week to week as these may evolve over time. Be as transparent and kind as possible.
- **Step three** - If this does not turn around the situation then contacting the University supervisor is the next step. The two of you should work out a plan of what to do and say to change the situation. This may include a conference with all three of you, or more frequent observations, or other ways to resolve the issue. University supervisors will have provided their contact information at the introductory meeting. If you are missing this information, please contact the Division of Education at (320) 589-6400 and it will be provided to you.
Why can’t my student teacher just imitate a lesson I taught?

Humans are unique. Each of us has different interests, histories, experiences, and learning styles and preferences. All of these differences make us original and influence our teaching. Just as we can’t expect someone else’s personality to be exactly like ours, we can’t expect someone to teach exactly like us. We may have similarities, but no two teachers are the same. In addition to accounting for our human uniqueness, we want our students to put to use the pedagogy that they have studied and peer taught in our program. We want our students to use their training and create their own lessons so that this skill is improved and strengthened during the student teaching experience. Imitating a lesson is also extremely difficult for student teachers since the cooperating teacher has background knowledge that the student teacher does not have, such as relevant personal experiences, the reason/s for teaching the lesson, and content knowledge.
Why don’t student teachers start teaching on the first day?

We want the students to have a chance to observe your system and the students as they prepare their unit and lessons. We also want them to have that chance to meet the support staff, become familiar with the programs available to students, and get to know the policies of the school district. For new teachers this might occur in the summer after they have accepted a job and again in the fall workshops before school begins as well as a new teacher orientation session included in some fall workshops. For our student teachers this occurs the first week of student teaching.
How do I benefit from hosting a student? What is in it for me?

In mentoring fall practicum students and student teachers, you will become even more adept at giving effective feedback, collaboration, monitoring growth, and integrating reflection in learning and teaching. How does all of this benefit you? It allows you the opportunity to step back from teaching for a brief time and reflect on what you teach, why you teach each unit in particular ways and to continue to think about your own philosophy as an educator. It can allow you to do some work developing another course of unit that you may not have had the chance to start. It also prepares you for providing feedback to colleagues and the difficulties that sometimes come from peer evaluation. In addition, as Q-compensation continues to be emphasized in the state of Minnesota, the skills, knowledge and practice of working with fall practicum and student teachers can be of great help. You also earn clock hours towards renewal of your license and have the opportunity to collaborate with other school and university professionals.
How do I write an effective formative or summative evaluation?

For fall practicum, there are two evaluations: a midterm evaluation and a final summative evaluation. These are retained in the candidate’s department file but are not part of the credential file. If your candidate did a great job, offer to write them a letter of recommendation that they can use as a reference later on.

For student teaching, the evaluation process is comprised of formative and summative evaluations.

Lesson Observations
The lesson observations [3 minimum] are used as informal but structured feedback to share strengths and areas for improvement. Including suggestions for growth on the lesson observations illustrates the importance of life-long learning and the importance of reflection and feedback in improving teaching. Sharing the strengths provides student teachers with encouragement and a place to continue and build into their future lessons. The comments should include concrete observations. Asking the student teacher to think about suggestions for improving for the next lesson may be a part of the process as well. Although we ask for three lesson observations to be completed, you may wish to do a few more as a way to record progress in a particular teaching area. Informal formative assessments might also occur where you ask the candidate to reflect on some ideas for an upcoming lesson, or you ask for the student teacher to create some additional strategies. You might also use informal Lesson observations to provide immediate feedback during a lesson when students are working as a quick way for the student teacher to adjust an activity or collaborative assignment. Copies of lesson observations should be uploaded into Tk20, submitted to the Education Office at the University, or could be handed to the university supervisor when field visits occur. These are retained in the candidate’s university file to help supervisors monitor the progress of the student teacher.

Summative Evaluation
The summative evaluation describes the cumulative work of the student teacher. You might want to think of this in terms of overriding questions: In looking at their teaching from January through March how did they do? Were they strong in their subject matter and comfortable answering student questions? Were they successful in meeting the needs of all learners taking into account the multiple ways that students are diverse? Did they use multiple teaching strategies successfully? How was the classroom management? Was the learning environment warm, welcoming, and respectful? Were they prepared with lessons and materials every day? Were they professionally dressed? Did the assessments align with the objectives of the lessons and the unit/s? Was the communication effective? Was the learning environment collaborative and safe for all? Did they create professional and positive relationships with the students?

Although there are many more questions that could be asked, these cover some of the questions that are connected to the evaluation form. Use the “Assessing Student Teachers” section of the Student Teaching Handbook questions to assist you (these were provided in your cooperating teacher packet as well). As you prepare the summative evaluation, remember that the lesson observations assist you in collecting data for the summative evaluation. In fact, if the lesson observations have included many areas for improvement and very few strengths, then the summative evaluation should not have all “exemplary” check marks. If, on the other hand, the lesson observations were glowing, with the strengths of the student teacher outweighing the growth, then the summative evaluation should not have several “basic” or “unsatisfactory”
checks. Remember, this isn’t a final formative evaluation covering the last few lessons, but an overall evaluation of the student’s teaching. You will be sent links to our electronic system, Tk20, in which you will complete the summative evaluation.

Please write comments in the section provided as these are very helpful to prospective employers and university supervisors. This will also help you if your student requests a recommendation that is in letter form rather than the evaluation format provided—you could cut and paste many of the comments you have already written into a letter. Most student teachers will receive a range of marks, depending on the standards. Please be thoughtful as you complete your evaluation, only checking students as “distinguished” or “unsatisfactory” if their performance truly merits it.

Note that while many schools have developed a culture where it is exceedingly rare to mark a teacher as “distinguished” or to place a teacher in the top category, that is not the norm for student teaching. Student teachers typically are compared to other student teachers so the standard of what is distinguished for a new, beginning teacher should be applied, not the standard for an experienced master teacher. If the student teacher is CONSISTENTLY excellent in a particular area, it is very appropriate to mark them as distinguished.
To which standards and ethics are students held accountable?

*Code of Ethics for MN teachers*

The faculty at UMM expect our student teachers to conduct themselves professionally when interacting with students, teachers, peers, administrators, and faculty. We also expect them to follow the guidelines and become knowledgeable about the Code of Ethics for Minnesota teachers. The code of ethics is woven into our education program in the coursework as well as the fall practicum and student teaching. The link below connects you the complete description of the Minnesota code of ethics. https://www.revisor.mn.gov/rules/?id=8710.2100

*FERPA [Family Education Rights & Privacy Act]*

We educate our students on the requirements of FERPA and professional education management of student data. Below is a link to FERPA. You will notice in a box at the right in this link the most recent legislative update in addition to the description. http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

*Standards of Effective Practice*

These standards govern the pedagogy of our teacher education program. The link below describes each standard that our students must meet to become licensed teachers in Minnesota. https://www.revisor.leg.state.mn.us/rules/?id=8710.2000

*Content Standards*

These are the content standards that our university students must know and demonstrate to be licensed teachers. This link below lists all of the content standards for each area of licensure in secondary education. For example, for information regarding content standards for math you would look on the list for Teachers of Mathematics and click on the rule number that corresponds to that particular standard. https://www.revisor.mn.gov/rules/?id=8710
Where can I find other resources?

Assignments for the Fall Practicum Teacher
The following link takes you to our SeEd Web site and specifically to the section in the site that includes samples of the forms for the fall practicum teacher (evaluations will be completed electronically in Tk20).

Forms for Fall Practicum Cooperating Teacher
- Lesson Observation (suggested to do at least 1; does not need to be sent to university)
- Teacher Candidate Disposition (required; due in early October, submitted via Tk20 link)
- Summative Evaluation (required; due at end of experience, submitted via Tk20 link)
- Communication of Concern (to be used when serious issues occur in the practicum)

The link below will take you to more information regarding these items.
https://academics.morris.umn.edu/secondary-education/cooperating-teachers

Other resources:
- Unit plan assignment description
- Analysis of Student Learning assignment description
- Calendar of events—provides ideas for activities for you and the practicum student
- Technology standards—any of these that the student can practice in the classroom is great

Assignments for the Student Teacher
The link below takes you to the table of contents section of our student teaching handbook. In Roman numeral two you will find the checklist of assignments in two different formats.

Forms for Student Teaching Cooperating Teacher
- Lesson Observation (please complete 3; upload in Tk20, send copies to university, or give copy to University Supervisor)
- Summative Evaluation (complete at end of experience; submitted via Tk20)
- Assessing Student Teachers (Guiding questions for the summative evaluation)
- Dispositions Evaluation (complete at midpoint of experience; submitted via Tk20. This form is also useful as a type of midterm progress report)
- Integrated Technology Lesson Assessment (please complete during the experience with your student teacher; send to university or give to University Supervisor; may be submitted via Tk20)
- Communication of Concern (to be used when serious issues occur)

Other resources:
- Student teacher assignment checklist
- Guide to student teaching structure and activities
- Analysis of Student Learning assignment description
- Technology standards

Communication of Concern
This document is started only in the rare case where a fall practicum or student teacher is really struggling with one or more aspects of the teaching experience. Meeting with the University Supervisor in discussing the preservice teacher’s needs will be a critical part of this process. This form is not used when you are working with the preservice teacher on developing and strengthening skills. The link below will take you to more information regarding this form and its use.