

COOPERATING TEACHER HANDBOOK



BENEDICTINE
COLLEGE

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INTRODUCTION

Thank you for accepting the responsibility of working with a student teacher. The Education Department sees your role as that of a master teacher possessing the skills, knowledge, and dispositions that exemplify all that is best in our profession.

This handbook is provided to acquaint you with an overview of the student teaching program at Benedictine College. It is our desire to work with you to provide training experiences and opportunities to assist in the development of outstanding new teachers.

Prior to or at the time of your student teacher's first observation day, you should receive the Cooperating Teacher and Student Teacher handbooks along with four copies of the Student Teacher Evaluation Scale. Please examine these and note any questions you might have.

The clinical supervisor (often this individual is a school administrator in your building) will be in contact with you prior to the student teaching experience. He/she will be glad to discuss any questions you might have concerning the program. Do not hesitate to contact the supervisor at anytime, or the BC Director of Student Teaching (Dr. Chuck Osborn, (913) 360-7601, chucko@benedictine.edu). It is our goal to make this experience beneficial to all involved.

The student teaching experience is the culminating experience for students studying to join the teaching profession. The cooperating teacher is one of the most important influences in the life of the beginning teacher. By observing the student teacher over an extended period of time and in the multitude of daily happenings in the school, you have the unique opportunity to assist that student to develop a personal and effective teaching style. The results of your expertise as a teacher and director of learning will follow the novice teacher for years to come. His or her success will be an extension of your success.

As a cooperating teacher you retain legal responsibility for students' learning in the classroom. Working with the student teacher should not be in conflict with that responsibility, but rather, through the cooperative efforts of you and your student teacher, the students will receive more individual attention leading to greater academic and personal growth.

During the student teaching semester, the clinical supervisor will visit with you and observe the student teacher at least four times. The supervisor is the liaison between the cooperating school and the college. We appreciate your assistance in the training of future teachers, and welcome suggestions you might have to strengthen the Benedictine College Teacher Education Program. Please feel free to contact any member of our faculty at the Education Department office, (913) 360-7385.

CONCEPTUAL FRAMEWORK/ MISSION

Our vision in preparing teachers at Benedictine College is that they will become Builders of Communities. Our accrediting agencies, KSDE/NCATE (Kansas State Department of Education/National Council for Accreditation of Teacher Education) call this vision the *conceptual framework*. Our teacher education program calls for future teachers to perceive their role in education as a *Builder of Community*. The learning community is within classrooms and schools, as well as outside their walls. Not only do we want our graduates to work toward building community with students, families, and members of the local community, but we also want them to foster the development of individuals who assume responsibility for building a healthy community locally, nationally, and globally. Our conceptual framework springs from many sources, among these the Rule of St. Benedict, the 1500-year tradition of monastic communities, and the Mission of Benedictine College to "...educate men and women within a community of faith and scholarship."

Our program has three overarching goals: 1) to build learning communities where students and teachers make meaningful choices, communicate and collaborate with others, think critically and conceptually, and act justly; 2) to model decision making processes that are inquiry-based, equitable, and reflect the values of Benedictine communities; and 3) to actively involve the community as a partner in the educational process. Guided by these goals, our program has identified six performance-based outcomes for future teachers. The Student Teaching Evaluation Scale that you will use in grading your student teacher is divided into these six outcomes. Student teachers are evaluated on the extent to which they:

1. Use practices which nurture the whole child/adolescent within the learning community;
2. Use understanding of communication and human behavior to create a classroom community that fosters positive social interaction, collaboration and active inquiry;
3. Respect and promote diversity while creating instructional opportunities that meet the needs of students from diverse cultural backgrounds and those with exceptionalities;
4. Build partnerships with students, colleagues, families and community groups to enhance communication and learning;
5. Plan and assess instruction based upon knowledge of subject matter, students, the community and curriculum goals; and
6. Reflectively build community while continually evaluating the effects of their actions on others and actively seeking out opportunities to grow professionally.

Your student teacher will be evaluated a minimum of four times by you and four times by the clinical supervisor on the extent to which his/her performance achieves the six outcomes identified by our conceptual framework.

DISPOSITIONS

The Kansas State Department of Education and NCATE require us to prepare future teachers with appropriate dispositions for helping students. "Dispositions" translates roughly to the professional ethics, values and commitments that your student teacher brings to the profession. The dispositions we expect our student teachers to demonstrate may be summarized in the phrase, "Professionally Responsible Builders of Community." We have divided this into two areas: 1) "Professional Responsibilities" and 2) "Building Community."

Professional Responsibilities

Indicators of professional responsibility that we expect from your student teacher include the following:

1. Being punctual for college and K-12 activities
2. Fulfilling commitments in a reliable and satisfactory manner
3. Respecting and supporting colleagues and supervisors
4. Respecting confidential information
5. Accepting constructive feedback
6. Displaying a positive and enthusiastic attitude about becoming a teacher/ administrator
7. Dressing professionally
8. Demonstrating the belief that all students are valuable and all students can learn*
9. Demonstrating equitable interactions with all students*
10. Seeking opportunities to grow professionally

*To successfully demonstrate Indicators 8 and 9, candidates must show through their words and actions that they value the cultural heritage of all students and that they value the opportunity to instruct students with exceptionalities.

Building Community

Indicators of building community that we expect from our student teachers include the following:

1. Establishing positive relationships with students
2. Establishing positive relationships with peers and colleagues
3. Establishing positive relationships with teachers, supervisors, and administrators
4. Establishing positive relationships with parents and community members
5. Demonstrating the desire to help others
6. Demonstrating the willingness to put others' needs before the needs of oneself
7. Participation in service activities that contribute to the good of the community
8. Use of instructional strategies such as cooperative learning that teach students to help others
9. Use of instructional strategies/ activities that involve students in contributing to the good of the classroom community, the larger school community, and the geographical community.

WHAT DO DISPOSITIONS HAVE TO DO WITH YOU?

We are usually very proud of our student teachers. We do not expect them to come to you with perfected teaching skills. But we expect that they will always display an appropriate and high degree of professionalism. Should your student teacher ever disappoint you in terms of his/her disposition, particularly those indicators that deal with professional responsibility please contact the clinical supervisor and contact the Director of Student Teaching, Dr. Chuck Osborn at (913) 360-7601 (chucko@benedictine.edu). We need to hold future teachers to high standards in this regard, otherwise we fail both the future teachers and the K-12 students with whom they will work.

PARTNERSHIP SCHOOLS

Student teaching placements are made at partnership schools. We have signed explicit articulation agreements with most school districts in the Atchison area. These include Atchison County Community Schools USD 377, Atchison Public Schools USD 409, Easton USD 449, Jefferson County North USD 339, Leavenworth USD 453, Archdiocesan Schools of Kansas City, Kansas, and Diocesan Schools of Kansas City/St. Joseph, Missouri. We are very grateful to the many cooperating teachers and clinical supervisors who work with us in these schools on a year-after-year basis. However, occasionally student teachers are placed in other schools within a 25-30 mile radius of Atchison. When such placements occur, the partnership between Benedictine College and the school/school district is created at the signing of the contract with the clinical supervisor. Particularly at schools where student teaching placements are infrequent, we want to do a great job of communicating with you about our expectations and want you to do likewise regarding your expectations. If you ever have questions about your student teacher or the student teaching experience, please call Dr. Chuck Osborn, (913) 360-7601.

FIRST CONTACT

Approximately two weeks before the two observation days (see Student Teaching Calendar), your student teacher will contact you and request a brief appointment for the purpose of introducing himself/herself to you. During this appointment, your student teacher is asked to provide you with a copy of his/her autobiography and visit with you regarding your expectations for the observation days and the beginning of student teaching.

OBSERVATION DAYS

Perhaps the title “Observation Days” is a misnomer. We encourage you to put your student teacher to work during these days in paraprofessional capacities. Most of the time, the student teacher is going to come for the observation days scared to death. Putting him or her to work will calm their jitters, let you learn a bit about your student teacher, and (hopefully) provide you with a bit of assistance.

Other Things to Accomplish During Observation Days:

1. Introduce the student teacher to your principal and the other teachers in your grade or licensure area.
2. Help the student teacher become familiar with policies and codes of the school through the Faculty Handbook, School Handbook, and Student Handbook.
3. Explain your classroom management system to the student teacher. Classroom management is the #1 fear of student teachers. During the three weeks immediately prior to student teaching, our students complete a course in classroom management. They have been exposed to a wide variety of classroom management models and strategies. These include Assertive Discipline and Love & Logic. During this time they also read and discuss The First Days of School (Wong & Wong), Teaching With Love and Logic (Fay & Funk) and Rookie Teaching for Dummies (Kelley). They understand that every teacher handles classroom management slightly differently and that during student teaching they need to adhere to the expectations of their cooperating teacher and clinical supervisor in terms of how they manage student behavior. Guidance you can give them in this regard is invariably greatly appreciated.
4. Introduce the student teacher to special teachers and other staff and support personnel.

5. If possible, provide the student teacher with copies of curriculum guides, textbooks, manuals and class-related materials.
6. Make sure the student teacher learns emergency routines in your classroom. Little things like, “What do I do with the kids if there’s a fire drill and my cooperating teacher is out of the room?” are much better learned before the alarm is actually clanging.
7. Visit with the student teacher about the subject he or she will teach when their actual placement begins.

THE FIRST COUPLE WEEKS OF STUDENT TEACHING

Usually, student teachers begin teaching one subject as soon as the actual placement begins. Some cooperating teachers like to give the student teacher a little bit more time to observe; if that is your preference, that’s fine. At the elementary level, student teachers often begin with science, social studies, spelling or handwriting. At the secondary level, when cooperating teachers have several sections of the same course, a good strategy is for you to teach the first couple sections of the course so that the student teacher can see how you do it, and then let them try a section.

After the first week or two weeks, gradually give teaching responsibilities to the student teacher. How fast you proceed in adding more courses depends on the success the student teacher is experiencing. A timetable for the experience should be developed by you and the student teacher in conjunction with your clinical supervisor and based on the progress of the student teacher. Not all student teachers demonstrate the same readiness.

Our overall expectation is that student teachers will teach the whole class all day for a minimum of three weeks. If it is a split student teaching experience, we want each student teacher to have the whole class all day for a minimum of a-week-and-a-half.

We understand that teachers today are under tremendous pressure to show instructional gains and that some subjects (i.e. reading, language arts, etc.) you may wish to team teach with your student teacher. That’s acceptable to us; in fact one of the benefits we hope you receive from having a student teacher is having two instructors to meet your pupils’ instructional needs instead of just one. But please give your student teacher at least three weeks where the primary responsibility for instruction and classroom management falls on them.

Your Role During the First Couple of Weeks:

1. Please examine their lesson plans and make suggestions for improvement.
2. Observe their lessons and write a note identifying strengths and weaknesses.
3. Meet with the student teacher at least once a day and discuss the effectiveness of his/her instruction and classroom management.
4. If your student teacher is doing acceptably, after a couple weeks develop a schedule for the rest of the term. If you have serious concerns about your student teacher, don’t hesitate to contact the clinical supervisor and the BC Director of Student Teaching as soon as possible. Most of our student teachers are a bit unpolished at the start, but rapidly acquire necessary skills and techniques.

COMPLETING THE STUDENT TEACHER EVALUATION SCALE

At the end of the first two weeks of student teaching, your first evaluation of the student teacher is due. The student teacher's clinical supervisor will also be evaluating him/her at this time. Your evaluation is based on the student teacher's overall performance and not one specific lesson. The clinical supervisor's evaluation is based typically on one lesson plus whatever information you share with the clinical supervisor about the student teacher's overall performance.

Our evaluation form is a checklist divided into our six program outcomes. Each indicator assesses some competency required by our program or by our accrediting agencies. Please fill out every indicator.

The scale is four pages in length; the last page is a self-assessment for the student teacher to fill out. Please give the student teacher the last page in advance and have him/ her complete it prior to your conference. We believe that honest reflection is necessary for growth; if student teachers fill out the last page following your conference they typically just parrot whatever you have told them.

We evaluate student teachers on a 1-4 scale with 1 being "unsatisfactory", 2 being "basic", 3 being "proficient", and 4 being "distinguished". We encourage you to be conservative, especially at first, about giving out too many "proficient" and "distinguished" ratings. Most of our students are "basic" when they begin student teaching. Ratings of "1" are grounds for concern, but if a student teacher is unsatisfactory in an area at the beginning of student teaching, the best thing you can do to help the student teacher is make them aware of their shortcomings.

Completed student teaching evaluation scales are usually due on Wednesday afternoon. Normally cooperating teachers and clinical supervisors keep a copy of the evaluation for themselves and give the student teachers a copy to bring in to the Director of Student Teaching. If you have concerns, put the evaluation in a sealed envelope and mail it to the college (Dr. Chuck Osborn/ Education Department/ Benedictine College/ 1020 N. 2nd St. / Atchison, KS 66002).

BC EVALUATION OF STUDENT TEACHER KNOWLEDGE/PERFORMANCE ON KSDE STANDARDS

At the end of the student teaching semester, in addition to the final student teaching evaluation scale, we ask that cooperating teachers evaluate their student teachers using a special form, the *BC Final Evaluation of Student Teacher Knowledge/Performance on KSDE Standards*. This scale is specific to the particular licensure area (Elementary Education, English, French, Spanish, etc.). We will send it to you via your student teacher at least two weeks in advance. This evaluation helps us assess the student teacher's mastery of his/her subject and our success in preparing teachers.

CLASSROOM MANAGEMENT

As previously noted (p. 4), our student teachers have been trained in a variety of classroom management approaches but understand that whatever management model they employ must meet with your approval. As the student teachers begin actually teaching classes, it is fairly common for students to test different management models. Our student teachers are told that they need to establish themselves as authorities in the classroom and that they should visit with you prior to teaching so they are "armed" with acceptable consequences or techniques prior to the first student misbehavior. If a student misbehaves when the student teacher is teaching, if possible allow the student teacher to handle the incident (obviously there are some situations so serious as to preclude this). When you discipline pupils for behavior when the student teacher is teaching, the misbehavior

will subside but students will not view the student teacher as having authority. The good news is that once student teachers successfully deal with misbehavior, pupil testing of the student teacher diminishes drastically.

LESSON PLANNING

Benedictine College expects the student teacher to develop lesson plans accompanied by lecture notes (where appropriate and necessary). These lesson plans should be made in advance. Lesson plans for the following week should be submitted on Friday to the cooperating teacher and clinical supervisor. If the school policy recommends it, the lesson plans should also be given to the principal.

Your student teacher has been trained in the use of a variety of lesson plan formats. Ultimately, though, we look to your guidance as to which format should be used. At a minimum, their lesson plans should include the following elements:

- A. Objectives** - stated behaviorally
- B. Accommodations** – describe accommodations that will be needed
- C. Materials** - resources to be used in teaching the lessons
- D. Activities** - a description of what is to occur during the lesson
- E. Assessment** - how the student teacher will evaluate the success of his/her lesson

During the early weeks of student teaching (when student teachers are responsible for teaching some, but not all, subjects), it is expected that their written lesson plans will be extremely detailed. As the student teaching experience progresses, some reduction in written detail *may* be allowed with the permission of the cooperating teacher/clinical supervisor *and provided the student teacher is demonstrating satisfactory progress.*

STUDENT TEACHER SEMINAR

All student teachers are required to attend *Student Teacher Seminar*. During this course, we deal with common problems and opportunities, discuss job finding strategies and interview skills, and provide assistance for student teachers in completing their *Benedictine Performance Assessments*. Please allow the student teacher to leave your school early enough to be on time for class.

BENEDICTINE PERFORMANCE ASSESSMENT

Benedictine College student teachers are required to teach a comprehensive (multi-week) unit. Before teaching the unit, they describe contextual factors, identify learning goals based on state or district content standards, develop an assessment plan, and plan for instruction. Finally, each student teacher provides written reflection on their instructional design, and the learning gains demonstrated by students.

The written artifact they create describing this process is the Benedictine Performance Assessment (BPA). All student teachers have completed an abbreviated teacher work sample during a pre-student teaching field experience. Student teachers are required to visit with you early in the term regarding their BPA. It's perfectly acceptable for them to do a BPA unit that is part of your school's regular

curriculum. The rubrics, performance prompts, and teaching process standards used in the BPA were developed by the Kansas State Department of Education. The written information they submit is their assessment data and their analyses of the teaching experience as opposed to the lesson plans that many of us submitted with our units back in the dawn of time. This is our eleventh year in using teacher work samples (the BPA is a form of teacher work sample). One of the advantages of having student teachers complete it is that it prepares them to reflect accurately on the best teaching and student learning practices. Education Department faculty will be working with the student teachers throughout the semester as they develop their BPA.

PROFESSIONAL ACTIVITIES

During the course of the semester the student teacher should participate in the professional activities shown below when appropriate and available. We want them to do all the extra things that you have to do as part of your teaching position.

1. Faculty meetings
2. Inservices
3. Parent-Teacher Association Meetings
4. Parent-Teacher Conferences
5. Staffings
6. Regional and State Meetings
7. School Board Meetings
8. Teacher Organization Local and Regional Meetings

SUPERVISION

One of the most critical aspects of the teaching role is that of supervision. Your experience as a teacher has provided you with the background to know what helps students learn. The quality of supervision can make the difference between success and failure for the student teacher.

We suggest that you use a daily conference with your student teacher as an integral part of the supervision process.

1. What is a Conference?
 - a. A time for you to share your expertise and experience with a beginner.
 - b. A time to listen to the hopes, fears, joys, and sorrows of the beginner.
2. When to have a Conference?
 - a. After each beginning lesson.
 - b. At least once a day.

3. How to Conduct a Conference?

- a. Provide a quiet place.
- b. Answer questions the student teacher may have.
- c. Give positive feedback in regard to such things as:
 - Personal poise, courtesy and interest.
 - Routine procedures and classroom management.
 - Verbal and nonverbal behavior.
 - Realistic and organized planning.
 - Wise use of time on task.
 - Variety of procedures, methods, and media.
 - Provision for individual differences and meeting student needs.
 - Methods and depth of questioning.
 - Success in reinforcing student behavior.
 - Continuity from lesson to lesson.
 - Pupil participation.
 - Supervision of pupil work.
 - Evaluation of pupil progress and reporting to parents.
- d. Give suggestions for improvement. If there appears to be a number of weaknesses, concentrate on one or two at a time. Follow up each suggestion and when there is progress indicate this. If the student has trouble in understanding his/her problem in classroom communication, you might record the lesson and play it back during conference time and discuss it.

4. Why have a conference?

- a. The student teacher needs interest, assistance, and encouragement to promote personal professional growth.
- b. Potential problems can be handled before they happen.
- c. The final evaluation of the student teacher can be more accurate.

ATTENDANCE

It is our expectation that student teachers will abide by the same attendance procedures that apply to normal working teachers. Specifically:

Absence due to illness --- when a student teacher is sick, we expect he/she will notify the cooperating teacher, the clinical supervisor, and the director of field experiences by calling *prior to the beginning of the working day*. If a student teacher has been sick more than a few days sometimes we extend their placement so they are adequately prepared.

Permissive absences --- other absences than those due to illness require the permission --- **in advance** --- of the cooperating teacher, clinical supervisor, and the director of student teaching.

Our student teachers have been informed that the failure to comply with these attendance procedures may result in the termination of their student teaching placement. It's been our experience in this area that an ounce of prevention is worth a pound of cure. If a student teacher fails to comply with these attendance procedures, please discuss it with the student teacher and immediately inform the clinical supervisor and the college director of student teaching (Dr. Chuck Osborn, 360-7601/chucko@benedictine.edu).

FINAL EVALUATION

Ten days before the completion of student teaching, fill out the Final Evaluation (a slightly larger form that goes into the Professional Portfolio of the student teacher). Remember you are evaluating the teacher as a beginning teacher and not as an experienced teacher. Share your evaluation verbally with the student teacher. Mail the final evaluation to the college or give it to your student teacher to return to the Education Department. The Final Evaluation is exactly the same as the other student teaching evaluation scales except: 1) it's spread out over more pages so that it can be separated into outcomes in the student teacher's Professional Portfolio, and 2) there's a space for your recommendation for the final letter grade for student teaching.

GRADES FOR STUDENT TEACHING

Grades for student teaching are determined by the Benedictine College faculty member assigned responsibility for the respective student teaching course (Ed 491, Ed 492, Ed 496). Grade recommendations from the cooperating teacher and clinical supervisor are considered in determining the student teacher's final grade. Grades of "D" or "F" mean that the student teacher will not be recommended for licensure. It is necessary that student teachers receive passing evaluations on the final student teaching evaluation scale and the *BC Final Evaluation of Student Teacher Knowledge/Performance on KSDE Standards* to pass student teaching. Below are the criteria that we use in determining the letter grade:

- A** - Indicates exceptional performance in the areas of:
 - Personal conduct and responsibility.
 - Planning, instructing, evaluating pupils.
 - Classroom management.
 - Rapport with pupils, teachers, other school personnel and parents.
- B** - Indicates good performance in the above areas.
- C** - Indicates average performance in the above areas.
- D** - Indicates inadequate or below average performance in the above areas.
- F** - Indicates failure.

Grades of "D" or "F" mean that the student will not be recommended for licensure.

COOPERATING TEACHER – ROLE AND RESPONSIBILITY

Cooperating teachers are jointly determined by Benedictine College and the administration of the school district. One reason so many of you have served as cooperating teachers more than once is that we've requested your administrators to *please* ask if you will again mentor a Benedictine College student teacher. Our expectations for cooperating teachers are partially outlined in the placement letter to the school administrator. This letter states:

“Education Department policies require that cooperating teachers be licensed for their content area/level and have a minimum of two years previous teaching experience at a state accredited school. In addition, we ask that you place this student teacher with a cooperating teacher who promotes diversity in his/her classes, and who will support the use of educational technology by their student teacher.”

Prior to or on the first site visit by the student teacher the cooperating teacher will receive a copy of the student teacher's autobiography, evaluation forms and handbook. A responsibility of the student teacher is to communicate appropriately on a daily basis with the cooperating teacher to build an educational team to meet the needs of the class.

It is the cooperating teacher who provides the classroom setting for initial observations, acquaints the student teacher with the policies of the school, makes introductions to other school personnel, helps to plan for instruction, assists in locating available materials, gives encouragement to use various techniques in teaching, encourages self evaluation, gives constructive criticism and suggestions for improvement, aids in maintaining acceptable discipline, and helps to build self-confidence in the beginning teacher. Our cooperating teachers are experts. Student teachers are encouraged to help the process by arranging for daily conferences with the cooperating teacher for the purpose of sharing plans for instruction, seeking suggestions for improvement, and evaluating student teaching progress and the progress of the pupils.

BC CLINICAL SUPERVISOR - ROLE AND RESPONSIBILITY

A faculty member at the partnership school is appointed to serve as the BC Clinical Supervisor. Our clinical supervisors have been selected because of their demonstrated excellence as educators and familiarity/rapport with our conceptual framework of “Educators as Builders of Community.” Often, clinical supervisors are graduates of Benedictine College. The clinical supervisor coordinates the efforts of the Education Department and the cooperating school to provide for the best possible teaching experience. The supervisor serves as a liaison between the student teacher and the cooperating teacher to promote a good working relationship. The clinical supervisor is issued an adjunct faculty contract at Benedictine College for his/ her services.

The BC clinical supervisor will visit the classroom at least four times during the student teaching experience to observe the progress of the pupils under the direction of the student teacher. These visits are followed by conferences to provide feedback with regard to planning, teaching, and evaluating. The BC clinical supervisor serves as a sounding board for new ideas, giving encouragement to try a variety of instructional methods and techniques. Any problems encountered in the student teaching experience should be relayed to the clinical supervisor during these conferences. Many of our clinical supervisors are graduates of our M.A. in School Leadership program and are immensely knowledgeable in regards to program outcomes and expectations.

The chain-of-command in terms of dealing with student teacher issues is that the cooperating teacher should first go to the clinical supervisor with issues and concerns. Both the cooperating teacher and clinical supervisor are encouraged to contact the college director of student teaching on any issues related to Benedictine College student teachers.

BC DIRECTOR OF STUDENT TEACHING - ROLE AND RESPONSIBILITY

The Director of Student Teaching sets up and coordinates all student teaching placements. In schools with which Benedictine College has explicit partnership articulation agreements, he/she sometimes visits placement schools prior to the beginning of student teaching to make sure all the partners are

“on the same page.” In school districts where Benedictine College places student teachers infrequently, he/she always visits the placement site to ensure that all parties understand the mission, conceptual framework, and roles in the process. One of the co-chairs of the Education Department visits/evaluates student teachers at least once during the semester; this is in addition to the four evaluations completed by the clinical supervisor and the four evaluations completed by the cooperating teacher. Secondary student teachers receive an additional two evaluation visits by a BC faculty member in their content area. If a student teacher is having difficulty, the Director of Student Teaching completes multiple observations/evaluations of the student teacher and meets with the clinical supervisor, cooperating teacher and student teacher in facilitating the resolution of any difficulties.