


**HARDING**  
UNIVERSITY

CANNON-CLARY  
COLLEGE  
of  
EDUCATION



Guide to the  
Student Teaching  
Experience

# The Cannon-Clary College of Education

## Vision of the Cannon-Clary College of Education

*The vision of the Cannon-Clary College of Education embodies all that God would have us to be as Christians engaged in touching the lives of people. We see ourselves and our task as part of a larger mission to change lives of people through learning and serving.*

## Mission of the Cannon-Clary College of Education

*To this end, the mission of the Cannon-Clary College of Education is to equip and sustain reflective, life-long learners who are competent, confident, compassionate, and courageous professionals, who, in turn, will inspire and enable those they serve.*

By following this vision and its accompanying mission, the Cannon-Clary College of Education strives to develop principled professionals who possess the knowledge, skills, and disposition to:

- *Integrate their faith, learning, and living to serve their communities as models and mentors for moral and ethical leadership.*
- *Respect and recognize variance in those they serve and have knowledge and skills to accommodate those variances.*
- *Develop critical thinking skills within those they serve so they can make responsible choices about their learning and behavior.*
- *Challenge themselves to grow professionally through rigorous study, reading, reflection, and research.*
- *Possess superior knowledge of the discipline(s) they teach or practice as well as a general knowledge of all disciplines.*
- *Seek to establish collegial relationships for meaningful collaboration.*
- *Effectively use and apply emerging technologies in changing environments.*
- *Possess skills which enable them to effectively serve in a variety of settings.*

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## ***Foreword***

This handbook is designed for use by those involved in the Harding University teacher preparation program as student teachers, cooperating teachers, university supervisors, and building principals. If any questions arise concerning the information given in this handbook, contact either the Office of Professional Field Experiences or the university supervisor assigned to the student teacher.

## ***Introduction***

The purpose of this guide is to provide information and policies related to Harding University's student teaching program in early childhood, middle childhood/early adolescence, and secondary education. These materials are to serve as a guide to students, university supervisors, cooperating teachers and administrators of Harding's student teaching program.

Harding University has contractual agreements with a limited number of school districts for the placement of student teachers. The working arrangements between these school districts and the university have come about through years of successful interaction. This cooperative arrangement between school districts and the university works to the advantage of the student teacher since he or she will be able to function within a framework that already exists. The districts that host student teachers fulfill a valuable function in the teacher education process because of their professionalism, logistical convenience for students who must commute from Harding, and previous history of benefit to student teachers. The list of approved school districts is available in the office of the Chair of Professional Field Experiences.

Harding University strives for a high quality student teaching program. This quality is based upon the premise of clearly defined purposes and understandings of the roles of all persons concerned. This guide strives to enable this understanding and to serve three purposes:

1. to foster a better understanding of the operation of Harding's student teaching program,
2. to clarify the duties and responsibilities of those who participate in the program, and
3. to serve as a guide for providing the best possible experiences during the student teaching semester.

Student teaching is a learning experience, not a professional hurdle that a student teacher must pass. The student enters the program as a novice and emerges as a certified teacher. As the culminating experience of a student's education program, it is vital that a partnership between the University and the cooperating school exists. It is hoped that through this guide, a clearer understanding of practices and policies will emerge and that cooperative efforts with the schools and their personnel will be more effective.

## ***Philosophy of the Student Teaching Profession***

Harding University's Professional Education Unit model of teacher preparation is conceived in three phases: Deciding to teach; learning to teach; and beginning to teach. Student teaching represents the third phase of this plan. The university bases its Student Teaching Program upon the assumption that student teaching is the most important single course in teacher education and that the program reflects a partnership between Harding University and cooperating schools.

The Student Teaching Program at Harding University provides an opportunity to develop and evaluate the students' competence in an actual school setting. Student teaching is intended to bridge the gap between theory and practice.

The team relationship between university supervisor, cooperating teacher, and student teacher determines the quality of the student teaching experience. The student teacher needs competent and concerned supervisors.

## ***Goals of the Student Teaching Program***

The major goal of the student teaching program is to provide student teachers a challenging, relevant and rewarding experience which will allow them to acquire professional competence. This includes the ability to:

1. understand the role and operation of the school;
2. respect and work effectively with students of varying backgrounds;
3. assume the various responsibilities of the classroom teacher;
4. plan instruction and learning experiences which recognize the individual needs and differences of students;
5. organize and manage the classroom environment to maximize learning;
6. manage classroom interactions and student conduct to create a positive climate for learning.
7. identify and use appropriate instructional techniques, media and methods;
8. evaluate learning to determine the extent to which instructional objectives are achieved by students;
9. establish positive and effective communication with students, parents, colleagues, administrators and community members;
10. accept and assume the responsibilities associated with being a competent professional and lifelong learner.

## ***Student Teaching Assignments and Policies***

The chair of Professional Field Experiences is responsible for all student teaching assignments. Although the prospective student teacher may express a preference, the final decision as to geographical area, school system, and teacher is made by the Chair of Professional Field Experiences in cooperation with area schools.

Placements are made in centers which are currently open, and may not always be the student's preference. Students are not allowed to student teach at a school they attended.

### **I. ASSIGNMENTS**

Elementary, special education, early childhood, middle childhood/early adolescence and secondary education students at Harding University who have completed all the prerequisites are assigned to cooperating schools. Various patterns of assignments are possible. In the 12 weeks assignment the secondary student teacher is assigned to one cooperating teacher for the entire term; in the split assignment, the student teacher is generally assigned six weeks of the term with one teacher, and the following six weeks with another. Secondary student teachers could teach a schedule of multiple subjects every school day for the entire 12 weeks. In the 16 weeks assignment, the early childhood, middle childhood/early adolescence and special education student teacher is assigned to one cooperating teacher for the entire term; in the split assignment, the student teacher is generally assigned eight weeks of the term with one teacher, and the following eight weeks with another.

**Secondary education students** are assigned in the area of their majors, and in addition, whenever practical, in the area of their minors for which they at least meet minimum state certification.

**Kinesiology (PE), art, and music majors** obtain a K-12 endorsement in their major on a secondary certificate. These students are generally assigned to both elementary and secondary schools.

**Special Education** students have a divided teaching experience. The first portion of this assignment will be spent in the elementary special education classroom and the second portion in the secondary special education classroom. If Special Education students add Elementary Education Certification, they student teach 10 weeks in Special Education and 6 weeks in Elementary Education.

**Special Education Licensure (beginning January 1, 2002)** can be obtained by completing the course requirements and SpEd 481, Student Teaching Practicum. The field experience will consist of a 4-week field experience which is not less than 160 clock hours.

## **II. Student Teaching in Locations Other Than Designated Centers**

Requests for assignments in areas other than the designated student teacher centers should be made in writing to the Chair of Professional Field Experiences. Financial exigencies are not usually considered adequate justification for a student to complete an assignment outside the designated areas.

A student may be allowed to student teach outside the 60-mile boundary, with the permission of the Chair of Professional Field Experiences under the following conditions:

1. The spouse is required to move for the purpose of employment.
2. Transfer to another university would pose a severe academic hardship.
3. There is a host University Supervisor willing to supervise the student teacher.

A student with a student teaching assignment outside the designated centers will be required to pay all costs for supervision which exceed Harding's established fee. Costs vary with location.

## **III. The Calendar**

During student teaching all students are expected to begin with, and adhere to, the school calendar in the school district to which they are assigned. Vacations are scheduled according to the school district calendar. The final date of student teaching is established by the University.

## **IV. Seminar Attendance**

Student teachers are required to attend all seminars or course sessions and keep a journal in order to receive credit. In the event that a student is unable to attend a session due to illness, it will be necessary for the student to develop an alternative experience in cooperation with the seminar leader. It is expected that the student will notify his/her leader in advance of any absences. The Professional Educator – Early Childhood/Middle Level (SpEd 419) will meet as assigned. The Secondary Supervised Teaching seminar (SeEd 480) will meet as assigned.

During the seminar sessions, there are opportunities for students to share teaching experiences with their peers and to discuss problems in discipline or in other areas. Seminars will include topics such as human relations; classroom management; instructional strategies; cross-cultural experiences; diagnosing and remediating learning problems; inclusion of exceptional children; placement, employment, and licensure; and other topics that address the needs and concerns of student teachers.

## **V. Problems**

Students who enroll in student teaching make a commitment to the goals, responsibilities and expectations outlined in this guide. When a student teacher has difficulty fulfilling the responsibilities, the following procedure should be used:

1. An initial conference between the cooperating teacher and the student teacher on the matter should be held. It should be emphasized that frequent conferences between the cooperating teacher and student teacher should be held. Early identification of problems is essential.
2. If the situation cannot be alleviated, the cooperating teacher should contact the university supervisor immediately and arrange a conference with the student teacher, cooperating teacher and the university supervisor as soon as possible. The building administrator is encouraged to be involved in the conference.
3. If this procedure is ineffective, the problem will be referred to the Chair of Professional Field Experiences. If in the judgment of the Chair, after reviewing the circumstances, the situation may be brought to the Committee for Admission and Retention of Teacher Education. If the situation seems insolvable, reassignment or removal from student teaching may occur.
4. The student teacher may request in writing a review of the decision by the Committee for Admission and Retention of Teacher Education. Reasons for the request must be stated.
5. A written appeal may be made by the student to the Administrative Council for Teacher Education.

## **VI. Legal Status of Student Teacher**

A student teacher is a student of Harding University who has been approved for student teaching by the Admission and Retention Committee. The requirements for admission to student teaching are in the University catalog. By law, the student teacher enjoys the same immunities of law as certified teachers (The School Laws of Arkansas, 6-17-305).

### ***Evaluation Procedures***

Evaluation of the progress of a student teacher can be a difficult task. The evaluation of the student teacher is the primary responsibility of the cooperating teacher, supported by the university supervisor. The university supervisor is responsible for conferencing with the student teacher and cooperating teacher to assure the development and evaluation of the student teacher. Cooperating teachers are encouraged to help the student teachers evaluate themselves through such techniques as conferencing and videotaping. HU's evaluation forms provide the evaluator with opportunity to identify the strengths and weaknesses of a student teacher.

### ***The Final Evaluation***

The final report is prepared during the last week of student teaching. This report will become part of the student teacher's placement file. The cooperating teacher and university supervisor should retain one copy of the final report and the original copy is sent to the Chair of Professional Field Experiences.

Although the university supervisor and supervising teacher serve to provide guidance and support to the student teacher, they also have a responsibility to the teaching profession and to the students the profession serves. The student teaching experience culminates in the evaluation of the student teacher during the student teaching experience. Evaluation is seen as a continuous process from the first day to the last. During the experience, evaluations are completed by the two members of the support team. All of these are taken into account in the final grade for student teaching although the greatest emphasis is placed upon the student teacher's performance level at the end of the semester.

Letter grades of A, B, C, D, and F are assigned for the 8 semester hours of student teaching in secondary and 12 semester hours of student teaching in elementary, special education, early childhood, middle childhood/early adolescence. A letter grade of "A+" indicates that the student teacher exceeds expectations (advanced) in all areas of teaching and it is believed that the student will be a superior teacher even in their first year of teaching. A letter grade of "A" or "B+" means that the student teacher has demonstrated proficiency in all areas of teaching. With a little more opportunity for professional growth, which will come from having a teaching position of their own, they will almost certainly become an outstanding teacher. The student teacher earning a "B" is progressing towards becoming a proficient teacher. With opportunities for professional growth, they will be an asset to any school system in which they may be employed. The student teacher earning a letter grade of "C" has demonstrated the basic skills associated with teaching. For their own good, however, it would probably be best if they could work closely with a mentor teacher for a while in their first teaching position. A student teacher that earns a letter grade of "D" or "F" is below basic in the skills necessary to take a regular teaching position. They need further improvement before success as a beginning teacher could honestly be predicted. To successfully complete the supervised teaching semester, the candidate must make a "C" or better in all professional education courses and field experience courses, as noted in the University catalog.

### ***Responsibilities of The Chair of Professional Field Experiences***

1. Administer and provide leadership for the student teaching program.
2. Establish policies and procedures for administering the student teaching program.
3. Consult with school administrators and coordinators of student teaching and all departments of the University to develop, implement and evaluate the student teaching program.
4. Provide opportunities for in-service education for supervisory personnel.
5. Approve cooperating teachers.
6. Approve student teaching assignments.

7. Oversee the nature and quality of the student teaching experiences.
8. Monitor the nature of the supervision provided by the University.
9. Review the written evaluation of each student teaching experience.
10. Cooperate with the Department Chair and the Dean in implementing teacher education goals.
11. Plan an orientation for prospective student teachers prior to student teaching, which emphasizes their responsibilities and clarifies their roles in the public school.
12. Interpret the student teaching program to faculty, pupils, parents and the general community, emphasizing its nature and importance and enlisting their support.
13. Coordinate the student teaching program in the designating schools and the community.
14. Serve as a liaison between the offices of the local schools and the University.
15. Provide professional leadership within the total community and specifically within the teaching faculty to develop high quality student teaching experiences.
16. Recommend cooperating teachers and represent the schools in the placement of student teachers.
17. Assume responsibility for the orientation of student teachers and the new cooperating teachers.
18. Advise and assist principals, cooperating teachers and university supervisors in their responsibilities for guiding the growth of student teachers.
19. Participate with the offices of the Superintendent of Schools and the University in evaluating the effectiveness of the student teaching program.
20. Chair Field Experiences Committee.
21. Train cooperating teachers and university supervisors.

#### Responsibilities of the University Supervisor

1. Serve as a liaison between the schools and the University.
2. Cooperate with school personnel in a manner that will enhance the partnership between the school system and the University.
3. Identify and recommend potential cooperating teachers.
4. Recommend assignments of student teachers.
5. Serve as a resource person for the cooperating teacher and the student teacher.
6. Observe the student teacher deliver a full lesson at least 5 times per semester. The observations will be spread throughout the semester. A student who has a split assignment will be observed a minimum of two times per assignment. The university encourages each supervisor to make 6 visits to each student teacher.
7. Initiate conferences with students, cooperating teachers and others concerned with student progress.
8. Confer and cooperate with the student teacher and cooperating teacher in evaluating the student's progress and leave them a copy of the evaluation.
9. Submit reports to the Chair of Professional Field Experiences.
10. Act to enhance the continuing growth and quality of the student teaching program.

Research indicates that student teachers consistently want feedback about their performances, especially from university supervisors. University supervisors play a vital role in the professional development of entering teachers by performing this function. Every effort should be made to point out the student teacher's positive accomplishments as well as his shortcomings. These conferences may be informal in nature. They are most effective when they are continuous and ongoing.

Following each period of observation, the university supervisor completes a report and shares his/her observations with the student teacher and cooperating teachers. The supervisor, cooperating teacher and student teacher each retain one copy of the report and another copy is sent to the Professional Field Experiences Office.

### ***Student Teaching Responsibilities of the Principal***

1. Work with the Chair of Professional Field Experiences to place student teachers.
2. Accept student teachers as junior members of the teaching faculty.
3. Offer student those facilities, resources, teaching materials, supplies and equipment customarily available to other teachers.
4. Help the faculty and parents understand their responsibilities to the student teacher.
5. Introduce the student teachers and University personnel to the building.
6. Assist the Chair of Professional Field Experiences, the student teachers, the cooperating teacher and the university supervisor to resolve special problems in student teaching.
7. Help cooperating teachers guide the growth of student teachers.
8. Provide counsel and assistance to the Chair of Professional Field Experiences and the university supervisors in the development of a high quality student teaching experience in the building and in the community.

### ***Responsibilities of the Cooperating Teacher***

1. The cooperating teacher's first responsibility is to the pupils in his or her class. This must be kept in mind if the public, administration, and pupils are to continuously support the Student Teaching Program.
2. Prepare pupils to work with a student teacher and notify the parents that there will be a student teacher in the classroom.
3. Provide a working area for the student teacher (a desk or table) and share responsibilities whenever possible, accepting him/her as a co-worker and professional person.
4. Acquaint the student teacher with pertinent school policies and regulations, philosophy, priorities, and assessment criteria.
5. Immediately involve the student teacher in specific classroom tasks.
6. Plan, with the student teacher, a schedule for assuming responsibilities of the classroom which allows the student teacher to assume increasing responsibility as he/she exhibits readiness to do so.

7. Require the student teacher to be solely responsible for planning, preparation, instruction and evaluation for a minimum of two weeks to demonstrate the continuity of instruction and teacher accountability.
8. Guide the student teacher in preparing daily lesson plans, unit plans, and tests and approve and critique all plans before they are taught. Assist in understanding and applying evaluation techniques.
9. Demonstrate a variety of effective teaching techniques and arrange for visits to other classrooms from time to time.
10. Guide the student teacher in developing and understanding the skills of self-evaluation.
11. Evaluate the quality of the student teacher's performance and engage in frequent conferences with the student teacher to insure continuous progress and/or early identification of problems.
12. Encourage the student teacher to participate in community activities.
13. Help the student teacher relate theory to practice.
14. Keep a record of attendance and tardiness of the student teacher.
15. Prepare and submit evaluation reports according to schedule and recommend the final decision for certification of the student teacher. (The evaluation reports are placed in the student teacher's placement file and therefore need to be submitted in a timely manner.)

### ***Criteria For Selection of Cooperating Teachers***

Because of the importance of the cooperating teacher, criteria have been developed for their selection. These criteria grow out of the general policies and understanding, which form the basis for the Agreement on Student Teaching which is executed between Harding University and the cooperating schools. These criteria are similar to those used by teacher education institutions across the nation. Their objective is to define a relationship between the University and the cooperating teachers, and between the cooperating teachers and the students who may be assigned to them. These criteria are as follows:

1. has completed a minimum of three years teaching experience, with the most recent year being in the present school system;
2. has a valid teaching certificate;
3. teaches in the area of his/her certified specialty;
4. consistently demonstrates high quality teaching;
5. demonstrates desirable personal-professional attitudes;
6. demonstrates evidence of continuous professional growth;
7. participates in the program voluntarily and looks upon supervising the growth of student teachers as a challenge and a contribution to his/her profession;
8. is recommended by his/her administrator(s).
9. has completed training in Pathwise/HUFEOS

### ***Responsibilities of the Student Teacher***

1. Become familiar with school policies and practices and works in a manner consistent with them.
2. Become thoroughly acquainted with classroom facilities and learn the procedures used by the cooperating teacher.
3. Become acquainted with instructional materials available in the school and school district.
4. Become familiar with the community and its relationship to the educational program.
5. Plan thoroughly, in writing, for all teaching responsibilities. A lesson plan is required for every lesson to be taught. It will be approved by the cooperating teacher and reviewed by the university supervisor.
6. Be punctual and attend each class daily, whether teaching or not.
7. Inform the school principal, cooperating teacher, and University supervisor in advance of anticipated absences, or as early as possible on the day that an emergency arises.
8. Make time available for conferences with the cooperating teacher and the university supervisor.
9. Continuously evaluate personal progress with the cooperating teacher and university supervisor.
10. Attend and participate actively in all student teaching seminars.
11. Be neat, clean, and well groomed.
12. Respond appropriately to supervision as prescribed in the *Guide to the Student Teaching Experience*.
13. Interact appropriately with students and families maintaining a professional distance and demeanor at all times.
14. Perform expected responsibilities in a professional manner as assigned by professionals at the field site.
15. Abide by the ethical, moral, and behavioral expectations of the Harding University Code of Conduct.

### ***Final Meeting***

A final meeting for student teachers will be scheduled by the Chair of Professional Field Experiences. Activities at this final meeting might include, but not be limited to: completion of licensure forms, gathering of research data, faculty evaluations, and evaluations of cooperating teachers. Attendance is required and the meeting is part of the course.

**Conditions of Supervision for the Pre-Student Teaching/Student Teaching Semesters Statement of Understanding**

Candidates in the pre-student teaching and student teaching semesters work closely with students and professionals in school settings. These relationships presuppose an exemplary ethical and behavioral standard which provides a healthy, positive, and professional interaction for the benefit of the students. Abiding by this standard is a condition to being a candidate.

In recognition of this ethical and behavioral standard, pre-student teachers and student teachers are expected to and agree to:

1. respond appropriately to supervision as prescribed in the *Guide to the Student Teaching Experience*;
2. interact appropriately with students and families maintaining a professional distance and demeanor at all times;
3. perform expected responsibilities in a professional manner as assigned by professionals at the field site; and
4. abide by the ethical, moral, and behavioral expectations of the Harding University Code of Conduct.

In recognition of the standard for pre-student teachers and student teachers, I affirm that I have read and understand the above stated expectations for pre-student and student teaching semesters.

Furthermore, if I fail to comply with the above standard and expectations, my status will be subject to review by the Teacher Education Admission and Retention Committee which may result in my suspension and/or removal from field placement. The Committee reserves the right to take other appropriate actions.

My signature signifies that I agree to these standards, conditions, and expectations.

Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_

Signature of Chair of Field Experiences \_\_\_\_\_ Date \_\_\_\_\_

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**Office of Dr. Clara Carroll  
College of Education  
Harding University  
Searcy, AR 72149-2254**

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