



School of Education Student Teaching Handbook

Handbook for Teacher Education Candidates,
Clinical Supervisors and University Supervisors.



--Forward--

The capstone learning experience and opportunity for continued professional growth occurs during this important phase of teacher preparation. To ensure that these experiences are effective in the leadership development of our future educators, each teacher candidate needs the assistance of three key individuals – the Clinical Supervisor (also termed cooperating teacher) in the schools, the University Supervisor, and the Director of Student Teaching/Internship.

The Clinical Supervisors in the schools provide critical modeling and mentoring for our students. The clinical experience blends the research basis of education theories into daily practice within the context of the classroom. Clinical Supervisors' roles and responsibilities are, in part, to assist our candidates in learning how to create a classroom culture for learning, be responsive to individual students' needs, manage student behaviors, and plan for and deliver instruction that is appropriate for all students. In addition, Clinical Supervisors nurture our candidates to help them grow and develop as professionals in an environment of respect and rapport. They help our candidates understand how schools are organized and how to work with parents, the community, and other school colleagues and staff.

The University Supervisor is an extension of the program advisor. This individual represents the School of Education and ensures that each teacher candidate is making significant progress in becoming a competent educator and leader. The University Supervisor schedules regular visits to classrooms, observes the instruction implemented by the teacher education candidate, and provides timely and constructive feedback. In collaboration with the Clinical Supervisor, the University Supervisor provides guidance and direction during the experience.

The Director of Student Teaching/Internship's role is to plan, prepare, and coordinate roles and responsibilities with the University Supervisor. The Director works closely with the Clinical Supervisor and the University Supervisor to ensure that candidates are provided appropriate feedback to support the teacher candidate's professional growth.

Our teacher education candidates are about to embark on the most exciting and challenging aspects of their preparation. The KU School of Education faculty is very confident that they are well prepared to share the wealth of knowledge and skills that they have learned and demonstrated during their professional studies. We know that they care deeply about all students and are committed to their learning. We are very proud of them and look forward to watching them mature and grow in confidence and abilities throughout the upcoming year. We believe they are well prepared to demonstrate themselves as leaders.

The purpose of this handbook is to facilitate communication and to build a strong partnership. By reviewing the professional responsibilities for the field placements, suggestions for the Clinical Supervisors and University Supervisors, and the Conceptual Framework of the School, everyone will better understand their roles and how each interrelates with others in this partnership. You may also access our website, www.soe.ku.edu/fieldexp. It will provide you with additional and updated information.

You have our very best wishes for the upcoming academic year.

Sincerely,
Dr. Kelli Thomas
Associate Dean

--Table of Contents--

Part I: Introduction

- Conceptual Framework and Mission - **4-6**
 - Preparing Educators as Leaders* - **4-5**
 - Education Professional's Code of Ethics* - **5**
 - Mission Diagram* - **6**
- Kansas Professional Education Standards - **6-7**
- Student Teaching/Internship Glossary - **7-9**

Part II: The Teacher education candidate

- Requirements for Student teaching/Internships - **10-11**
 - Academic Requirements* - **10**
 - Schedule Requirements* - **10**
 - Dual/Split Placement Requirements* - **11**
 - Requirements for Contacting Clinical Supervisors* - **11**
 - Mandatory Meetings* - **11**
- Teaching Schedules, Attendance, and Evaluation - **11-16**
 - Recommended Timetable for Teaching* - **11-12**
 - Daily Attendance and Absence Procedures* - **12**
 - Arrival and Departure from School* - **12**
 - Attendance at School Activities* - **13**
 - Dress Code* - **13**
 - Confidentiality* - **13**
 - Standards of Conduct* - **13**
 - The Gracious Guest* - **14**
 - Lesson Plan Responsibilities* - **14**
 - Problems and Concerns* - **14**
 - Restrictions to the Responsibilities of the Teacher education candidate* - **14-15**
 - Evaluation-Feedback* - **15-16**
 - Evaluation-Final Grade* - **16**
 - Evaluation-KPTP* - **16**
- General Outline of Teacher education candidate Responsibilities - **16-19**

Part III: The Clinical Supervisor

- Selection Requirements - **20**
- Mentoring Responsibilities - **20-21**
- Communication Responsibilities - **21**
- Evaluation Responsibilities - **22-23**
 - Daily Reviews* - **22**
 - Conference Reports* - **22**
 - Formative Assessments* - **22**
 - Summative Assessments* - **23**
- Assigning the Final Grade - **23**
- Fall and Spring Placement Periods - **23**

Recommended Timetable for Teaching - **23-24**

Dual/Split Placements - **24**

Letter of Reference - **24-25**

Supplemental Pay - **25**

Part IV: The University Supervisor

Communicating with the Teacher education candidate and Clinical Supervisor - **26-27**

Establishing a Relationship with the Schools - **27**

Evaluating the Teacher education candidate - **27-28**

Conference Reports - **28**

Formative Assessments - **28**

Summative Assessment - **28**

Written Assignments - **28**

Assigning the Final Grade - **29**

Fall and Spring Placement Periods - **29**

Dual/Split Placements - **29**

Assisting in the Establishment of a Timetable for Teaching - **30**

Letter of Reference - **30-31**

Website Information - **32**

Part V: Professionalism

Expectations and Grade Implications - **33-34**

Appendix

Daily Self-Evaluation Sheet - **1A**

Self-Assessment Instrument - **2A-4A**

Beyond the Classroom: School Related Experiences for Investigation - **5A-6A**

Lesson Plan Format - **7A-8A**

--Part I: Introduction--

The Conceptual Framework and Mission: Preparing Educators as Leaders

The primary mission of the School of Education is to prepare educators as leaders as stated in the School Code:

Within the University, the School of Education serves Kansas, the nation, and the world by
(1) preparing individuals to be leaders and practitioners in education and related human service fields;
(2) expanding and deepening understanding of education as a fundamental human endeavor; and
(3) helping society define and respond to its educational responsibilities and challenges.

The components of preparing educators as leaders that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework. Within the framework, our programs combine a strong liberal arts and sciences education tradition with field-based pedagogical experiences that together foster thoughtful inquiry about schools, classrooms, labs, studios, all student learners, and the enterprise of schooling.

Our unit-wide perspective on the educational process views the learner as active in the development of constructing meaningful knowledge and ensures that systems of education are analyzed. In the initial stage of our programs, our candidates learn *what* they are teaching; *how* they should teach it; the importance of understanding *whom* they are teaching; the *skills* to teach effectively; Our candidates are well prepared to establish enriching learning environments; they know how to continually assess student understandings, attitudes and abilities; and make instructional decisions about which opportunities might improve student learning. While recognizing that competence in such matters as content, human growth and development, health, curriculum, assessment, psychology, and cognitive science are essential components in the preparation of competent teachers, we place research and best practice, content and pedagogical knowledge and professionalism at the core of our program.

As our candidates reach the advanced stage of our programs, they move beyond essential entry-level knowledge, skills, and competency to a fully professional level of these elements of practice. The advanced knowledge, skill and competency acquired by candidates in these programs prepares them not only to be stronger educators (classroom teachers), but also provides them with the advanced and specialized background to allow them to be leaders in their respective educational settings and positions. As (prospective) leaders, candidates will be in strategic positions that will allow them to provide guidance and direction to the students and faculty with whom they work, to the educational and professional venues in which they serve, and to the communities in which they live. To this end our programs expect all students to acquire knowledge and understanding of basic educational research methods and proficiency at reading, using and adapting the research literature to their work with individuals (students, faculty, and parents) and the systems and institutions within which they

will work. We further expect all students to acquire an understanding and appreciation for individual diversity—including age (development/maturation), color, disabilities, ethnicity, gender, language, national origin, race, religion, sexual orientation, and social economic status.

It is our goal to provide our candidates with the advanced knowledge and skills to be model educators who assume leadership positions in their schools, districts, profession, and community—and by so doing enhance the education of students and the lives of those students and their families.

The Education Professional's Code of Ethics

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

To view a complete copy of the Professional Code of Ethics, go to
<http://www.nea.org/home/30442.htm>



The primary mission of the School of Education is to prepare educators as leaders. The School’s focus is grounded in three interlocking themes: (1) research and best practices, (2) content and pedagogical knowledge, and 3) professionalism. These three themes are integral components for all of our academic programs—undergraduate and graduate.

The middle circle illustrates a system, our understanding about program improvement, and is guided by a cyclical process of performance, assessment evaluation and enhancement.

Kansas Professional Education Standards

#1 The educator demonstrates the ability to use the central concepts, tools of inquiry and structures of each discipline he/she teaches and can create opportunities that make these aspects of subject matter meaningful to students.

#2 The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

#3 The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

#4 The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

#5 The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#6 The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#7 The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes and current methods of teaching reading.

#8 The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

#9 The educator is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others, actively seeks out opportunities to grow professionally, and participates in school improvement process.

#10 The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

#11 The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

#12 The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

#13 The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

Student Teaching Glossary

Associate Dean for Teacher Education: This individual is the School of Education administrator who is responsible for the oversight of all areas and aspects of educator preparation.

Clinical Supervisor: One who teaches children or adolescents and also supervises teacher education candidates. The Clinical Supervisor is sometimes referred to as the Cooperating Teacher.

Conference Report: A written report of a 20-30 minute meeting between the candidate and the Clinical Supervisor to discuss progress, suggestions for areas of improvement, and any other issues that need to be addressed. Two Conference Report is required in the fall and three Conference

Reports are required in the spring (see syllabus).

Director of Student Teaching/Internships: The KU School of Education's instructor of record for the student teaching/internship courses. This individual develops the curriculum and syllabi, and coordinates and assists the University Supervisors as they observe and work with the teacher education candidates.

Dual/Split Placement: Placement with one Clinical Supervisor in one classroom setting is preferred; however, in *some* cases, teacher education candidates may have a dual or split placement. This means that they may be working with more than one teacher to accommodate the needs/schedule of the Clinical Supervisor or school, or to complete an endorsement area practicum (i.e., ESOL or SPED). A schedule will be defined and negotiated between Clinical Supervisors and with the University Supervisors assigned to the two areas.

Field Experiences Coordinator: The KU School of Education's representative who coordinates placement of students in the student teaching/internship program for all undergraduate areas of teacher preparation. The coordinator acts as a liaison between the KU School of Education and the cooperating school/district placements.

Formative Assessment: An assessment meant to provide un-graded feedback to the teacher education candidate about his/her teaching and related skills. The University Supervisor observes student teachers 3 times during the fall and 4 times during the spring completing a Formative assessment each time. The Clinical Supervisor observes twice in the fall and 3 times in the spring and completes a Formative assessment. The Formative assessment does not count as part of the final grade.

Internship: The semester-long experience that our elementary teacher education candidates complete in the spring semester of their senior year.

Placement School/District: A public or private school that provides facilities for professional field experiences and student teaching/internships in the teacher education program.

Seminar: A 3-credit hour course connected to the spring student teaching/internship experience.

Teacher Education Candidate: A student who is studying to be a teacher and who, as a part of their training, observes classroom instruction and does closely supervised teaching in an elementary or secondary school. The teacher education candidate reports to a School of Education assigned University Supervisor.

Student Teaching: The 9-10 week experience that our elementary teacher education candidates complete in the fall semester of their senior year. Our middle/secondary students complete their student teaching experience in the spring semester of their senior year.

Summative Assessment: At the end of each placement period – fall and spring – the Clinical Supervisors and University Supervisors will complete an online Summative assessment. At the end of this assessment, they will recommend a grade. This assessment reflects the work from the overall student teaching/internship experience and does count as part of the final grade.

University Supervisor: The KU School of Education’s representative who is responsible for supervising the teacher education candidate.

--Part II: Teacher Education Candidate--

Requirements for Student Teaching/Internships

Academic Prerequisites and Requirements

Student teaching/internship is the final experience in the teacher education program at the University of Kansas. Students planning to register for student teaching must satisfy the following prerequisites and requirements:

1. Be formally admitted to the School of Education.
2. Attend the Student Teaching Information Session held the spring semester prior to the year he/she plans to student teach. Submission of all required paperwork by the due date.
3. Have completed all professional education courses required prior to student teaching. Candidates must have earned a grade of “C” or better in these courses.
4. Have an overall GPA of at least a 2.75.
5. Have a content GPA of at least a 2.5.
6. Have been approved for student teaching based on exhibiting the dispositions of a teaching professional with no evidence of concerns.

Schedule Requirements

Fall semester	Spring semester
In the fall, teacher education candidates are expected to begin their placement on the day that their assigned school requires teachers to report for the school year. This means that the candidate will be in the school usually from sometime in the second week of August through the end of the eighth week of the KU fall semester. Be sure to check the university calendar and the course syllabus for the exact ending date. Student teachers do not take the KU Fall Break.	In the spring semester, teacher education candidates are expected to begin their placement on the day that their assigned school requires teachers to report. Students begin their internship when the placement school opens for spring term in January and end the assignment at the end of April. Interns follow the school’s semester schedule taking the district’s Spring Break. This may or may not coincide with the KU Spring Break.

Dual/Split Placements

Placement with one Clinical Supervisor in one classroom setting is preferred; however, in *some* cases, teacher education candidates may have a dual or split placement. This means that they may be working with more than one teacher to accommodate the needs/schedule of the Clinical Supervisor or school, or to complete an endorsement area practicum (i.e., ESOL or SPED). A schedule will be defined and negotiated between Clinical Supervisors and with the University Supervisors assigned to the two areas. The schedule may be split by parts of each day, days of the week, or weeks in the placement. In the case of endorsement areas, there are times when the Clinical Supervisor is qualified to supervise the teacher education candidate in both areas – for example English and ESOL. In such cases, the teacher education candidate will complete requirements for both areas with the same Clinical Supervisor; however, there will most likely still be two different University Supervisors.

Note: In the case of endorsement areas, teacher education candidates usually have fewer assignments/journals to turn in for grading. Be sure to see the course syllabus and/or handouts for this information.

Requirements for Contacting Clinical Supervisors

For both fall and spring, students will contact their Clinical Supervisors (cooperating teachers) **as soon as** they receive information about their placement to introduce themselves, thank him or her and ask how they can prepare.

Requirements for Attending Orientation and Other Meetings as Announced

Student teachers will attend a **mandatory** orientation meeting with career placement representatives, School of Education representatives, and University Supervisors at the beginning of both fall and spring semesters. Note: Students will oftentimes already be attending their student teaching/internship placements before this meeting occurs. They will be excused from attending their placement that day but must notify the Clinical Supervisor of their impending absence. Students are also responsible for attending any other meetings that may be announced and required as the need arises.

Teaching Schedules, Attendance and Evaluation

Recommended Timetable for Teaching

Teacher education candidates begin working in the classroom by observing and assisting the Clinical Supervisor, learning the names of students, becoming familiar with the school building, and meeting the school's faculty, and staff. This usually takes about 1-2 weeks. During this time the teacher education candidates will also begin work with individuals and small groups in preparation for the responsibility of teaching an entire class on a full-day basis. After the first 1-2 weeks, teacher education candidates begin classroom teaching with one class and/or subject, and

classes/subjects are then added until the student teacher is teaching all of the Clinical Supervisor's classes. (There may be exceptions to this when the Clinical Supervisor needs to keep one or two classes/subjects because of program requirements and/or specialized training necessary to teach in this area or at this level.) The amount of full-time teaching done by the teacher education candidate is determined by the Clinical Supervisor, University Supervisor, and teacher education candidate. However, full-day teaching for at least half of each placement is the preferred goal. About 1.5 weeks before the end of the placement, the teacher education candidate will begin to turn classes/subjects back over to the Clinical Supervisor. This is usually done over the period of about 1-2 weeks, and teacher education candidates should be using time not teaching to work with groups/individual students and to observe other teachers at the school with their permission.

Daily Attendance Requirements and Absence Procedures

Teacher education candidates are required to attend every day the school is in session with the exceptions of the Education Career Fair and Education Interview Day, which are both excused. (The Clinical Supervisor must be advised of this date and provided with lesson plans at least one week in advance.) If case of illness or an emergency situation that will require the teacher education candidate to be absent, he/she must:

- 1) *contact the Clinical Supervisor immediately;*
- 2) *contact the school office immediately;*
- 3) *contact his/her University Supervisor within 12 hours;*
- 4) *contact the Director of Student Teaching/Internships within 24 hours*

If the potential absence is known about ahead of time, arrangements must be made with the Clinical Supervisor, lesson plans must be provided, and the University Supervisor and Director of Student Teaching/Internships must be notified prior to the absence. Two excused absences are allowed in the fall semester and three excused absences are allowed in the spring semester. Illness, accidents and family emergency are the only acceptable reasons for an absence. Students with unexcused absences may be withdrawn from the experience.

All other days missed must be made up after the placement period has been completed.

Arrival and Departure from School

Teacher education candidates should arrive at school when their Clinical Supervisor normally arrives and stay until she/he departs each day.

The only exception to this is if the Clinical Supervisor serves as a coach requiring extended duties before or after school. In these cases, specific arrangements should be made with the Clinical Supervisor for a routine arrival and/or departure time. **Note:** *This does not include duties such as bus duty, lunchroom duty, hall duty, check-in duty, etc. These are normal duties that teachers do on a rotating basis in most schools. The teacher education candidate is responsible for taking part in these duties.*

Attendance at School Activities

Teacher education candidates also participate in many school activities outside the classroom. Attending and participating in parent-teacher meetings, the school's open house, in-service days/ professional development, and faculty meetings is mandatory. Other activities for which attendance is not required but highly recommended include athletic events, musical programs, school plays, professional meetings, and attendance at other related school activities as they may arise.

The Clinical Supervisor may sponsor or coach a team/activity before or after school. The teacher education candidate is not required to take on this responsibility but may find it a rewarding learning experience since many teaching positions require or strongly recommend such participation.

Dress Code

Teacher education candidates are expected to comply with the adopted dress code of their assigned school. Other than ears (and body parts that cannot be seen), piercing is frowned upon and tongue piercing is NOT allowed. Tattoos should be covered. Many school districts enforce policies against tattooing in relationship to gang-related activities. For that reason, no one is allowed to display a tattoo. This includes all school staff, student teachers, and interns.

Dress should be professional at all times unless there is some event going on (field trip, lab, etc.) that requires more casual or specialized attire. While many schools have "casual" dress days or "jeans" days, be sure that clothing is still tasteful and professional. For instance, go on and wear blue jeans on "jeans day." However, the jeans should not be old, raggedy, or full of holes.

Clinical Supervisors should feel free to offer advice if they feel that the student's appearance is not appropriate. If there is any doubt about this standard, teacher education candidates should check with the Clinical or University Supervisor.

Confidentiality

Confidentiality is expected in professional discussions. These discussions may give access to student and/or school information. It is important that this information be used with integrity in a professional manner and remain confidential.

Standards of Conduct

The highest standard of professionalism during each placement is expected from every teacher education candidate during his/her time in the schools. Review the code of ethics for teachers used by the Kansas National Education Association or see the statement in the earlier section of this handbook (www.knea.org).

The Gracious Guest

The teacher education candidate is essentially a guest in the Clinical Supervisor's classroom and at the cooperating school. While a teacher education candidate may disagree with a teacher's or principal's teaching or communication style, unless someone is hurt by abusive actions, the student teacher must refrain from criticism and remain polite at all times. The candidate should talk with the University Supervisor if there are any concerns or to get tips on how to deal with a specific issue. Do not ever discuss these concerns with other teachers or staff. Also, refrain from being negative about a previous experience, Clinical Supervisor, principal or school.

Lesson Plan Responsibilities

The teacher education candidate will prepare written lesson plans for all classes he/she teaches. These lesson plans will be:

- *Typed or very neatly written depending on the preference of the Clinical Supervisor;*
- *Created in the suggested format (see syllabus) or in a format suggested/required by the Clinical Supervisor and/or school;*
- *Prepared at least one (1) week in advance;*
- *Presented to the Clinical Supervisor at least one (1) week in advance; and,*
- *Reviewed with the Clinical Supervisor BEFORE being taught.*

Failure to follow these instructions can severely damage the teacher education candidate's final grade. Any reports of the Clinical Supervisor's not receiving lesson plans according to the instructions above or commensurate with instructions agreed upon with the Clinical Supervisor will be dealt with quickly, firmly, and noted at the time of assigning the final grade. Excuses of, "I didn't know," will NOT be accepted. It is the teacher education candidate's responsibility to follow these instructions or discuss any agreed upon variation with the Clinical Supervisor.

Problems and Concerns

Most of the time, student teaching/internships go smoothly; however, there are times when problems and/or concerns may arise. The teacher education candidate's first point of contact in these instances should be with his/her University Supervisor. The University Supervisor will work with the student teacher and any other individual who needs to be involved to address the problem/concern as quickly as possible.

Restrictions to the Responsibilities of the Teacher Education Candidate

The teacher education candidate is not yet a certified teacher and has no legal authority in or out of the classroom. As such, they cannot serve as a substitute for her/his Clinical Supervisor or any other teacher in the school. In other words, in the event of the Clinical Supervisor's absence, a substitute teacher must be engaged by the school even though the teacher education candidate is present. Additionally, the teacher education candidate may not legally assume full or unassisted responsibility

for any activities (field trips, etc.) that take place off the school grounds. The student teacher may assist in these activities but a certified teacher or substitute must be present.

Absence from the classroom is something the school and the Clinical Supervisor should discuss before the arrival of the teacher education candidate. The KU School of Education highly suggests that the Clinical Supervisor begin leaving the room as soon as she/he feels comfortable with the teacher education candidate's abilities with the students. Often when the Clinical Supervisor remains a constant presence, the students will turn to him/her for instruction and authority instead of to the student teacher. Most schools and school districts allow the Clinical Supervisor to leave the classroom but remain within close proximity such as in the teacher's workroom, library, or office. The teacher education candidate should know at all times where the Clinical Supervisor can be located.

Evaluation - Feedback

The student teaching/internship experience is evaluated continuously during the placement period. During this time the following forms of evaluation will occur:

- Written journals and assignments will be turned in to the University Supervisor for feedback and grading on Blackboard.
- The University Supervisor will conduct **Formative Assessments** of the teacher education candidate while she/he is teaching. There are **3** of these observations for the fall student teaching period and **4** during the spring student teaching/internship placement. The Formative Assessment is completed on a form provided by the KU School of Education. Following each observation, the University Supervisor will meet with the teacher education candidate to review the lesson and go over the Formative assessment. The teacher education candidate must schedule days and times for these evaluations with the University Supervisor. **This is the teacher education candidate's responsibility.** Since the University Supervisor is likely to have up to 12 supervisees, it is imperative that observation dates and times be arranged well in advance. (The Formative Assessments are used as feedback only and are not used as scored items integrated into the final grade. The score is merely a measure to help the student teacher determine areas of strength and weakness for further attention.)
- The Clinical Supervisor will conduct **two** Formative Assessment of the teacher education candidate in the FALL and THREE in the spring. The Formative Assessment is completed on a form provided by the KU School of Education. Following the observation, the Clinical Supervisor will meet with the teacher education candidate to review the lesson and go over the Formative Assessment. This is done during both the fall and spring placement periods. The Clinical Supervisor will complete these electronically.
- Written Conference Reports will be turned in to the University Supervisor, Clinical Supervisor and Director of Student Teaching/Internships. The Conference Report requires the teacher education candidate and Clinical Supervisor to plan and conduct a

20-30 minute uninterrupted meeting to discuss progress, suggestions for areas of improvement, and any other issues that need to be addressed. Following the meeting, the teacher education candidate will summarize the meeting in a Conference Report.

Copies of this report will be turned in to:

- 1) *the University Supervisor for feedback and grading on Blackboard;*
- 2) *the Clinical Supervisor for his/her records*

Two Conference Reports are required in the fall semester, and three conference reports are required in the spring semester.

Evaluation – KU School of Education - Final Grade

The final grade is the responsibility of the Director of Student Teaching/Internships in consultation with the Clinical Supervisor and University Supervisor. Both the Clinical Supervisor and University Supervisor will complete an online Summative Assessment. Both will also recommend a final grade for the teacher education candidate. Scores for graded assignments will also be used to determine the final grade. The Clinical Supervisor's grade recommendation is weighted at 50% with the University Supervisor's at 35%, and written assignments scores at 15%.

Evaluation – State of Kansas – Kansas Performance Teaching Portfolio (KPTP)

The state of Kansas requires all students seeking licensure to complete the Kansas Performance Teaching Portfolio, otherwise known as the KPTP. The KPTP is not a part of the final grade; however, it must be passed in order to receive a teaching license. It is graded by a team from the Kansas Department of Education.

The KPTP must be completed during the spring semester in all but a few rare cases. It requires the student to develop, deliver, and evaluate a two week unit. (The KU School of Education will present information how to complete the KPTP during the spring seminar courses.) It is imperative that the teacher education candidate meet with his/her Clinical Supervisor as soon as possible to discuss the two week unit considering such things as the subject area the unit will cover, when the unit best fits into the curriculum and class/school schedule, and which class the KPTP will focus on. It is strongly suggested that the candidate discuss these matters with his/her Clinical Supervisor and set dates for the unit no later than the second week of the spring placement.

Responsibilities of the Teacher education candidate

To become acquainted with the cooperating school, the teacher education candidate should accomplish the following during the first days of student teaching:

- Learn the names of students and school personnel
- Become familiar with policies of the school concerning the following:
 1. Teacher's schedule
 2. Attendance records
 3. Student records
 4. School calendar
 5. School rules
 6. School procedures
 7. School policies
 8. Permanent records
 9. Textbooks

- | | |
|-----------------------------|---|
| 3. Emergency drills | 10. Discipline/Management |
| 4. Assemblies | 11. Dismissal |
| 5. Teacher responsibilities | 12. Use of school facilities |
| 6. Report cards | 13. Testing programs |
| 7. In-school accidents | 14. Signing in-out/arrival-departure time |

- Observe teacher-student relationships, noting in particular the various teaching and learning styles that prevail in the school.

To understand the activities, forces, and ideas operating within the school, the teacher education candidate should:

- Develop an understanding of the students
 1. Give remedial help to students
 2. Work with groups of varying abilities
 3. Work with cumulative records
 4. Participate in parent-teacher conferences
 5. Discuss students' learning needs with school resource personnel as needed
 6. Discuss students' learning needs with the Clinical Supervisor
 7. Observe students in various activities
- Become familiar with classroom organization and management
 1. Distribute and collect materials
 2. Check roll and record attendance
 3. Develop/Maintain a positive learning environment
 4. Discuss classroom management policies and techniques with the Clinical Supervisor
 5. Keep record of homework and student grades
- Use instructional materials
 1. Prepare classroom materials
 2. Use available materials
 3. Bring in supplementary materials
 4. Locate visual, reference, and other teaching materials in library or other school sources
 5. Learn to use educational equipment and appropriate uses of technology for instruction
 6. Examine courses of study and textbooks
 7. Set up demonstrations
- Plan for class instruction
 1. Learn proper use of manuals
 2. Prepare an instructional unit (the KPTP requires a 2-week unit)
 3. Prepare daily lesson plans a week in advance
 4. Review lesson plans with the Clinical Supervisor several days before teaching
 5. Plan activities with/for the class(es)
 6. Instruct classes; guide class discussions

7. Make assignments
 8. Monitor classroom study
 9. Check notebooks, workbooks, and supplementary work
 10. Use a variety of appropriate teaching methods
 11. Utilize a variety of appropriate evaluative techniques
 12. Provide Formative feedback to students
- Evaluate student growth
 1. Create/utilize learning rubrics
 2. Grade papers, tests, projects, etc. (Summative Assessment)
 3. Evaluate homework assignments
 4. Advance students' attainment of state standards
 5. Assist with grade reporting
 6. Hold conferences with students
 7. Use data to inform instruction (with special attention that relates to Kansas state standards)
 - Engage in wider school activities
 1. Assist with extra-curricular activities
 2. Attend faculty meetings
 3. Interact with other teachers professionally
 4. Confer with Clinical Supervisor on a regular basis
 5. Work with faculty committees, if appropriate
 6. Attend selected school-related athletic and cultural events
 - Develop professional characteristics
 1. Be punctual, dependable, cooperative, and professional
 2. Dress appropriately and be well-groomed at all times
 3. Keep pace with professional literature and research
 4. Begin keeping files of lesson plans, teaching materials, ideas, etc.
 5. Cultivate a pleasant, patient, professional relationship with students
 6. Objectively reflect on strengths and weaknesses, planning strategies for self-improvement
 7. Listen and act on advice and suggestions from the Clinical and University Supervisors, as well as other professional staff at the school
 8. Seek out and attend professional development opportunities

To prepare for licensure, the teacher education candidate should:

- Make sure all academic requirements have been filled and successfully met.
- Make sure all required tests/evaluations have been taken and successfully passed.
- Make sure the KPTP has been completed, turned in ON TIME, and successfully passed.

- Complete all student teaching/internships successfully.

*Outline adapted from the *Western Kentucky University's Student Teaching Handbook*

--Part III: The Clinical Supervisor--

The Clinical Supervisor plays one of the most important roles in the final stages of teacher preparation. Not only does the Clinical Supervisor help provide direct clinical experiences by inviting the teacher education candidate into her/his classroom, but he/she also serves as a teacher and mentor. The theoretical study of behavioral and pedagogical concepts comes alive in the Clinical Supervisor's classroom. With the Clinical Supervisor's guidance, teacher education candidates will enact the responsibilities and tasks of a certified teacher, and further develop a professional attitude that will follow them into their teaching careers.

Selection Requirements

Clinical Supervisors are selected in a process that involves the university, school district administrators, and school administrators. The Clinical Supervisor should:

1. A valid, clear, renewable professional certificate in the field in which the Student is preparing to teach;
2. An expressed interest and desire to work with the Student and University;
3. A minimum of three years successful teaching experience under a professional license;
4. Recognition for excellence in teaching, including a positive impact on student learning and demonstrated ability to work effectively with others;
5. Cooperating school principal recommendation;
6. Effective mentoring and supervisory skills; and
7. An instructional load that is realistic and reflects an appropriate cross section of the student population and consistent with the licensure field of the Student.

Mentoring Responsibilities

Throughout the teacher education candidate's time in the classroom, the Clinical Supervisor will be one of the most, if not *the* most, important person in the learning process. As a mentor and teacher, the Clinical Supervisor will help the teacher education candidate work on and develop the skills important to becoming a successful teacher. The following are some suggestions of things the Clinical Supervisor should keep in mind to help the teacher education candidate adapt as smoothly and quickly as possible and develop positive relationships with all members of the school community.

- Let your students know the teacher education candidate will be arriving, what to expect, and introduce him/her to the students on the first day (in the fall this may be the first day of the school year).
- Let the teacher education candidate know the interests/abilities of certain students.
- Discuss classroom protocols for things such as handing in papers, grading papers and projects, recording grades, moving from one activity to the next, etc.
- Discuss appropriate behaviors and mannerisms within the classroom and school building.
- Be sure the teacher education candidate is aware of classroom rules and procedures.
- Inform the teacher education candidate about the overall objectives and goals of the classroom, school, and school district.
- Orient the teacher education candidate to the school building, regulations, use of machines, materials and supplies.

- Introduce him/her to administrators, other teachers, media specialists, etc.
- Be flexible with the teacher education candidate so he/she can experiment and develop a personal style and strategies of his/her own.
- Model professional expertise and ethical behavior at all times.
- Engage in conferences with the University Supervisor following each observation they conduct.
- Provide frequent, honest, and constructive feedback.
- Allow your teacher education candidate to participate in faculty meetings, parent-teacher conferences, and other pertinent school functions.
- Inform the University Supervisor of any concerns about the teacher education candidate's performance.
- When the Clinical Supervisor is absent, a substitute should always be called upon to supervise the teacher education candidate.
- The Clinical Supervisor should check with his/her school administration to find out if there are special school/district policies on the issue of being outside the classroom when the teacher education candidate is teaching.

Communication Responsibilities

Communication with the Teacher education candidate

Engage in feedback conferences with the teacher education candidate and thoroughly discuss the proposed lesson plans. Make the student teacher aware of the overall plan and course of study for each subject in the weeks ahead. Provide the teacher education candidate with frequent feedback. If there are problems or places that the teacher education candidate could make improvements, let him/her know immediately. Likewise, if the student teacher is doing well, make sure to tell him/her about things that are working. Without this feedback, some student teachers become nervous and confused and think they are doing everything wrong. Help them correct what needs improvement and share with them the things that are positive.

Communication with the University Supervisor

The role of University Supervisor is divided into three areas: 1) Instructing, 2) Conferencing, and 3) Evaluating. Communication between the Clinical and University Supervisor usually takes place during conferencing. During the courtesy visit, the University Supervisor will go over the general expectations for student teaching. At each visit to observe the teacher education candidate, the University Supervisor will spend some time talking with the Clinical Supervisor about how the placement is going, how the teacher education candidate is progressing, and any issues or problems that need to be addressed. The University Supervisor is the Clinical Supervisor's first point of contact with the KU School of Education. If any issues or concerns arise between visits by the University Supervisor, the Clinical Supervisor should contact him/her immediately so that problems can be addressed as quickly as possible.

Evaluation Responsibilities

Daily Reviews

Timely feedback is important in any learning experience. Teacher education candidates, like all other learners, benefit from quick feedback while events of the class and/or day are fresh in mind. The best way to achieve this level of feedback is to try to set aside a few minutes each day to discuss the events of the day or particular classes/lessons, etc. This may be time at the end of the day, during a planning period, over lunch or any other convenient time. While daily reviews may not be possible each day, practicing them as often as possible can lead to a much more rewarding teaching and learning experience for both the teacher education candidate and Clinical Supervisor.

Conference Reports

Twice during the fall placement period and three times during the spring placement period, teacher education candidates are required to conduct a formal conference with the Clinical Supervisor and write a report reflecting on the content of this discussion. The conference should be scheduled to last 20-40 minutes. The teacher education candidate may use his/her own questions or ones provided in the syllabus. The object is for the Clinical Supervisor and teacher education candidate to sit down, uninterrupted, and discuss how the placement is proceeding, areas of strength and areas that need further improvement. Following the meeting, the teacher education candidate will summarize the meeting in a Conference Report. Copies of this report will be turned in to:

- 1) *the University Supervisor for feedback and grading*
- 2) *the Clinical Supervisor for his/her records*
- 3) *the Director of Student Teaching/Internships*

The copy submitted to the Director of Student Teaching/Internships must be signed by the Clinical Supervisor and then scanned to submit in Blackboard.

Formative Assessment(s)

Clinical Supervisors are required to complete and submit **two** Formative Assessment for his or her student teacher half-way through the experience during the FALL. In the spring, **three** Formative Assessments will be submitted by the Clinical Supervisor. One of these two should be scheduled early in the student teaching/internship experience and one toward the middle of the experience. The Formative Assessment is to be completed online. A hard-copy form that will be provided to the Clinical Supervisor by the University Supervisor. It may also be printed out from the School of Education's web site (<http://www.soe.ku.edu/fieldexp/>). Following this written Formative Assessment, the Clinical Supervisor and teacher education candidate should meet to discuss the evaluation. One of the copies of the assessment goes to the student and another should be submitted to the University Supervisor after this discussion has taken place.

Summative Assessment

At the end of the teacher education candidate's experience, the Clinical Supervisor will submit a Summative Assessment form online. It is available on the KU School of Education website (<http://www.soe.ku.edu/fieldexp/>). The Field Placement Office will provide detailed instructions for completing this evaluation, including a password, when the time approaches.

Assigning the Final Grade

The final grade is the responsibility of the Director of Student Teaching/Internships in consultation with the Clinical Supervisor and University Supervisor. Both the Clinical Supervisor and University Supervisor will complete an online Summative Assessment which contains a recommend final grade for the teacher education candidate. Scores for graded assignments will also be used to determine the final grade. The Clinical Supervisor's grade recommendation is weighted at 50% with the University Supervisor's at 35%, and written assignments scores at 15%.

Fall and Spring Placement Periods

Fall semester	Spring semester
In the fall, teacher education candidates are expected to begin their placement on the day that their assigned school requires teachers to report for the school year. This means that the teacher education candidate will be in the school usually from sometime in the second week of August through the end of the eighth week of the KU fall semester. Be sure to check the university calendar and the course syllabus for the exact ending date. Student teachers do not take the KU Fall Break.	In the spring semester, teacher education candidates are expected to begin their placement on the day that their assigned school requires teachers to report for the school year. Students begin their internship when cooperating schools open for spring term in January and end the assignment approximately the final week of April. Interns follow the school's semester schedule, taking the district's Spring Break. This may or may not coincide with the KU Spring Break.

Recommended Timetable for Teaching

Each teacher education candidate will arrive in the classroom with a slightly different level of teaching ability. The Clinical Supervisor should remain flexible and use his/her professional judgment in creating a plan for helping the teacher education candidate transition into teaching.

Teacher education candidates begin working in the classroom by observing and assisting the Clinical Supervisor, learning the names of students, becoming familiar with the school building, and meeting the school's faculty and staff. This generally takes about 1-2 weeks. During this time the teacher education candidates will also begin work with individuals and small groups in preparation for the responsibility of teaching an entire class or on a full-day basis. After the first 1-2 weeks, teacher education candidates begin classroom teaching with one class and/or subject, and classes/subjects are then added until the student teacher is teaching all of the

Clinical Supervisor's classes. (There may be exceptions to this when the Clinical Supervisor needs to keep one or two classes/subjects because of program requirements and/or specialized training necessary to teach in this area or at this level.) The amount of full-time teaching done by the teacher education candidate is determined by the Clinical Supervisor, University Supervisor, and teacher education candidate. However, full-day teaching for at least half of each placement is the preferred goal. About 1.5 weeks before the end of the placement, the teacher education candidate will begin to turn classes/subjects back over to the Clinical Supervisor. This is usually done over the period of about 1-2 weeks, and teacher education candidates should be using time not teaching to work with groups/individual students and to observe other teachers at the school with their permission.

Dual/Split Placements

Placement with one Clinical Supervisor in one classroom setting is preferred; however, in *some* cases, teacher education candidates may have a dual or split placement. This means that they may be working with more than one teacher to accommodate the needs/schedule of the Clinical Supervisor or school, or to complete an endorsement area practicum (i.e., ESOL or SPED). A schedule will be defined and negotiated between Clinical Supervisors and with the University Supervisors assigned to the two areas. The schedule may be split by parts of each day, days of the week, or weeks in the placement. In the case of endorsement areas, there are times when the Clinical Supervisor is qualified to supervise the teacher education candidate in both areas – for example English and ESOL. In such cases, the teacher education candidate will complete requirements for both areas with the same Clinical Supervisor; however, there will most likely still be two different University Supervisors. Please be sure that the Field Placement Office is aware of the situation so that both the teacher education candidate and University Supervisor can plan to work with both teachers. Also, the School of Education wants to be sure to compensate both teachers accordingly.

Note: In the case of endorsement areas, teacher education candidates usually have fewer assignments/journals to turn in for grading. Be sure to see the course syllabus and/or handouts for this information.

Letter of Reference

The teacher education candidate may ask the Clinical Supervisor to write a letter of reference for him/her. Most of the time, this is not a problem as the Clinical Supervisor and the teacher education candidate have developed a positive relationship.

It is important to note, however, that most school districts now require those applying for positions (in this case the teacher education candidates) to upload their letters of reference to the districts they are interested in themselves. In other words, any letter of reference written for a teacher education candidate will be sent to him/her for uploading to the districts of interest. Therefore, the teacher education candidate will personally receive and be able to read any letter written for them. Some Clinical Supervisors do not feel comfortable with this arrangement. If

this is the case, simply decline and suggest that they think someone else would be a better choice as a reference.

Some teacher education candidates will ask to use a Clinical Supervisor as a reference. In these cases the Clinical Supervisor's name and contact information is sent to the school district. The school district will then send an evaluation form via email that can be filled out and filed electronically with the school district. If there is concern about the teacher education candidate seeing the evaluation, check the form for an indication that the person requesting the reference has waived his/her rights to see the evaluation.

Stipends

Clinical Supervisors do receive payment for mentoring a teacher education candidate. The money is sent to the school district, and it is then added to the Clinical Supervisor's regular paycheck. If there are any questions about the payment, these should be forwarded to the Human Resources Office of the Clinical Supervisor's school district.

-Part IV: The University Supervisor--

The role of University Supervisor is a critical, active responsibility in the student teaching/internship process. University Supervisors are often the first point of contact between the students, Clinical Supervisors, and placement school and district administrators. The University Supervisor is both a facilitator and a teacher - conferencing, instructing, and evaluating. Additionally, the University Supervisor must also be able to answer questions about KU's expectations and assist the Clinical Supervisor in his/her role.

Communicating with the Teacher Education Candidate and Clinical Supervisor

Throughout the placement period, the University Supervisor will help guide the teacher education candidate through the process of becoming a practicing teacher involved with not only teaching responsibilities but also responsibilities and relationships within the school, district, and community. Since the Clinical Supervisor is the teacher education candidate's primary mentor during the placement period, it is also vitally important to keep in close communication with this person to ensure the best educational experience for the classroom students, the teacher education candidate, and the Clinical Supervisor.

- Attend the orientation session with teacher education candidates to discuss your role as a supervisor. Email mherm@ku.edu for that date, time and location.
- Serve as a resource person to the Clinical Supervisor, student teacher and principal.
- Arrange a courtesy visit to the Clinical Supervisor. Take time to introduce yourself to the principal. Meet with the Clinical Supervisor (and teacher education candidate if he/she has already started the placement) to review requirements, clear up any confusion, and thank them for working with KU and the School of Education.
- Take the initiative to arrange frequent opportunities for communication with the Clinical Supervisor.
- Likewise, arrange frequent opportunities for communication with the teacher education candidates.
- Read and grade teacher education candidates' journals and other written assignments, returning them as quickly as possible with feedback.
- Counsel with individual teacher education candidates concerning personal and professional problems.
- Address any concerns expressed by the KU student, Clinical Supervisor or administrators and collaborate with the involved parties to find a solution. Contact the Director of Student Teaching/Internships if the concerns warrant further intervention.
- Make the appropriate number of observational visits for each teacher education candidate you are supervising (at least three in the fall, four in the spring, and additional visits if the student is struggling).
- Conduct a follow-up conference with the teacher education candidate and with the Clinical Supervisor after each observation.
- Complete a Formative Assessment during each observation. This Formative Assessment is done using an iPad and a copy can be emailed directly to the student.

- Conduct a final conference with the Clinical Supervisor following the last observation to discuss the overall performance of the teacher education candidate based on the Summative Assessment form.
- Complete a Summative Assessment form online for each of your teacher education candidates.
- Recommend a final grade for the experience to the Director of Student Teaching/Internships for each of your teacher education candidates.

Establishing a Relationship with the Schools

- The University Supervisor must initially meet with the Clinical Supervisor for a courtesy visit. The teacher education candidate is usually at this meeting but does not have to be. Mainly, this is a time to review requirements and establish a relationship with the Clinical Supervisor.
- If the principal is available, this would be good time to spend a few minutes with her/him. These colleagues open the door for KU students and are essential to the clinical experience component of teacher preparation. Let them know of the University of Kansas' appreciation and be attentive to suggestions or ideas they may have for the program.
- Upon entering the schools, the University Supervisor becomes a representative of the University of Kansas. Teachers and other staff members often have questions about programs and services offered. A cordial, informed response will leave a positive impression. While no one knows all the answers, offering the name of a contact person who may be in a position to offer assistance will be appreciated.
- On each visit to the school, please observe the protocol and/or regulations regarding public school visitors. Many schools require that visitors sign in and out, and all University Supervisors must wear nametags and dress professionally.

Evaluating the Teacher Education Candidates

Continuous evaluation provides the basis from which a final grade is derived. It is important that the University Supervisor provide frequent feedback to the teacher education candidate. Ideas shared in the evaluations will help him/her more clearly understand and improve upon appropriate teaching methods. Timely feedback of the teacher education candidate's performance is essential for his/ her growth. Some of this feedback comes from the written assignments that teacher education candidates submit to the University Supervisor for grading and comments. Additional feedback is shared verbally through conferencing with the student and Clinical Supervisor. A third form of evaluation is found in the written conference report as well as the Formative and Summative Assessments.

Conference Reports

Twice during the fall placement period and three times during the spring placement period, teacher education candidates are required to conduct a formal conference with the Clinical Supervisor and write a report reflecting on the content of this discussion. The conference should be scheduled to last 20-40 minutes. The teacher education candidate may use his/her own questions or ones provided in the syllabus. The object is for the Clinical Supervisor and teacher education candidate to sit down, uninterrupted, and discuss how the placement is proceeding, areas of strength and areas that need further improvement. Following the meeting, the teacher education candidate will summarize the meeting in a Conference Report. Copies of this report will be turned in to:

- 1) *the University Supervisor for feedback and grading on Blackboard*
- 2) *the Clinical Supervisor for his/her records*
- 3) *the Director of Student Teaching/Internships*

Formative Assessment(s)

University Supervisors are required to complete and submit three (3) Formative Assessments for the teacher education candidate during the fall experience and four (4) during the spring experience. These are completed by using the iPad provided by the department on a desktop version. Following the Formative Assessment, the University Supervisor and teacher education candidate should meet to discuss the evaluation. A copy of each assessment should be given to the candidate as soon as possible via email. *Note: Clinical Supervisors completes two online Formative Assessment in the fall and three in the spring.*

Summative Assessment

At the end of the teacher education candidate's experience, the University Supervisor will submit a Summative Assessment form online. It is available on the KU School of Education website (<http://www.soe.ku.edu/fieldexp/>). The Field Placement Office will provide detailed instructions for completing this evaluation, including a password, when the time approaches. At the end of the Summative Assessment is a place to recommend a final grade for the teacher education candidate. Please submit one for each student teacher you are supervising.

Written Assignments

At the end of the placement period, University Supervisors will turn in grades for the teacher education candidate's written work to the Director of Student Teaching/Internships. This will be figured into the student teacher/intern's final grade.

Assigning the Final Grade

The final grade is the responsibility of the Director of Student Teaching/Internships in consultation with the University Supervisor and Clinical Supervisor. Both the University Supervisor and Clinical Supervisor will complete an online Summative Assessment which contains a recommend final grade for the teacher education candidate. Scores for graded assignments will also be used to determine the final grade. The Clinical Supervisor's grade recommendation is weighted at 50% with the University Supervisor's at 35%, and written assignments scores at 15%.

Fall and Spring Placement Periods

Fall semester	Spring semester
In the fall, teacher education candidates are expected to begin their placement on the day that their assigned school requires teachers to report for the school year. This means that the teacher education candidate will be in the school usually from sometime in the second week of August through the end of the eighth week of the KU fall semester. Be sure to check the university calendar and the course syllabus for the exact ending date. Student teachers do not take the KU Fall Break.	In the spring semester, teacher education candidates are expected to begin their placement on the day that their assigned school requires teachers to report for the school year. Students begin their internship when cooperating schools open for spring term in January and end the assignment approximately the final week of April or first week of May. Interns follow the school's semester schedule taking the district's Spring Break. This may or may not coincide with the KU Spring Break.

Dual/Split Placements

Placement with one Clinical Supervisor in one classroom setting is preferred; however, in some cases, teacher education candidates may have a dual or split placement. This means that they may be working with more than one teacher to accommodate the needs/schedule of the Clinical Supervisor or school, or to complete an endorsement area practicum (i.e., ESOL or SPED). A schedule will be defined and negotiated between Clinical Supervisors and with the University Supervisors assigned to the two areas. The schedule may be split by parts of each day, days of the week, or weeks in the placement. In the case of endorsement areas, there are times when the Clinical Supervisor is qualified to supervise the teacher education candidate in both areas – for example English and ESOL. In such cases, the teacher education candidate will complete requirements for both areas with the same Clinical Supervisor; however, there will most likely be two different University Supervisors. Please be sure that the Field Placement Office is aware of the situation so that both the teacher education candidate and University Supervisor can plan to work with both teachers. Also, the School of Education wants to be sure to compensate both teachers accordingly.

Note: In the case of endorsement areas, teacher education candidates usually have fewer assignments/journals to turn in for grading. Be sure to see the course syllabus and/or handouts for this information.

Assisting in the Establishment of a Timetable for Teaching

Each teacher education candidate will arrive in the classroom with a slightly different level of teaching ability. The University Supervisor may need to assist the Clinical Supervisor and teacher education candidate in establishing a schedule for teaching. Ideally, the Clinical Supervisor will remain flexible and use his/her professional judgment in creating a plan for helping the teacher education candidate transition into teaching, however, sometimes this process needs the intervention of the University Supervisor. Below is the recommended timetable for teaching.

Teacher education candidates begin working in the classroom by observing and assisting the Clinical Supervisor, learning the names of students, becoming familiar with the school building, and meeting the school's faculty, and staff. This generally takes about 1-2 weeks. During this time the teacher education candidates will also begin work with individuals and small groups in preparation for the responsibility of teaching an entire class or on a full-day basis. After the first 1-2 weeks, teacher education candidates begin classroom teaching with one class and/or subject, and classes/subjects are then added until the student teacher is teaching all of the Clinical Supervisor's classes. (There may be exceptions to this when the Clinical Supervisor needs to keep one or two classes/subjects because of program requirements and/or specialized training necessary to teach in this area or at this level.) The amount of full-time teaching done by the teacher education candidate is determined by the Clinical Supervisor, University Supervisor, and teacher education candidate. However, full-day teaching for at least half of each placement is the preferred goal. About 1.5 weeks before the end of the placement, the teacher education candidate will begin to turn classes/subjects back over to the Clinical Supervisor. This is usually done over the period of about 1-2 weeks, and teacher education candidates should be using time not teaching to work with groups/individual students and to observe other teachers at the school with their permission.

Some Clinical Supervisors find it challenging to relinquish their classes to a teacher education candidate. If the teacher education candidate is ready to teach but a schedule for taking on classes has not been arranged, the University Supervisor needs to intervene and help set up a schedule for the teacher education candidate to get in the necessary teaching time.

NOTE: In the spring semester, state testing often makes putting a schedule into place a bit of a challenge. To add to this challenge, the candidate **MUST** complete the Kansas Performance Teaching Portfolio (KPTP), which requires that he/she teach a 6 to 8 lesson unit. The University Supervisor needs to be sure that each candidate she/he is working with has scheduled a sufficient time period for the unit within the first 2 weeks of the spring placement.

Letter of Reference

The teacher education candidate may ask the University Supervisor to write a letter of reference for him/her. Most of the time, this is not a problem as the University Supervisor and the teacher education candidate have developed a positive relationship.

It is important to note, however, that most school districts now require those applying for positions (in this case the teacher education candidates) to upload their letters of reference to the districts they are interested in themselves. In other words, any letter of reference written for a teacher education candidate will be sent to him/her for uploading to the districts of interest. Therefore, the teacher education candidate will personally receive and be able to read any letter written for them. Some University Supervisors do not feel comfortable with this arrangement. If this is the case, simply decline and suggest that they think someone else would be a better choice as a reference.

Some teacher education candidates will ask to use a University Supervisor as a reference. In these cases the University Supervisor's name and contact information is sent to the school district. The school district will then send an evaluation form via email that can be filled out and filed electronically with the school district. If there is concern about the teacher education candidate seeing the evaluation, check the form for an indication that the person requesting the reference has waived his/her rights to see the evaluation.

WEBSITE INFORMATION

KU School of Education: <http://www.soe.ku.edu/>

SoE Advising Center: <http://soe.ku.edu/students/advising>

Field Placement Office: <http://soe.ku.edu/students/field-experience>

Licensure Office: <http://soe.ku.edu/students/graduation/licensure>

University Career Center: <http://career.ku.edu/>

Praxis: www.ETS.org

Praxis Help: www.praxisprepinfo.com

Kansas State Department of Education: www.ksde.org

KPTP Information: <http://www.ksde.org/Default.aspx?tabid=3769>

-Part V: PROFESSIONALISM-

Expectations and Grade Implications

Student Teachers/Interns:

The highest level of **PROFESSIONALISM** is expected throughout your entire student teaching experience. Professionalism involves being responsible and respectful at all times.

Look in your syllabus at the sections “Being a Pre-Service Teacher” and “General Policies for the Pre-Service Teacher.” The responsibilities/actions/attitudes discussed in these sections reflect many but not all of the aspects of professionalism. There are other behaviors that also fall under the professionalism umbrella and too many to list individually. Suffice it to say, you are now in a working environment and should conduct yourself in a manner commensurate with being an employed teacher at your school.

You are to be ON TIME. You are to be respectful of students, parents, your Clinical and University Supervisors, other teachers, administrators, and anyone else you come in contact with. You are to carry out your responsibilities on time, without fail and without whining, complaining, or arguing. This includes TURNING IN LESSON PLANS at least a week ahead of time or at whatever time your Clinical Supervisor says she or he wants them. You are to follow all your school’s policies and expectations for teachers and employees, and all the policies set by the School of Education (again, check your syllabus).

If you fail to act in a professional manner, there are consequences that will impact your grade or even your ability to complete student teaching. Yes, this means you could be pulled out of your placement and have to repeat it NEXT year – this could mean not graduating on time.

Both your Clinical and University Supervisors will be considering professionalism when they suggest a final grade for your student teaching.

In addition, professionalism is considered when your final grade is assigned. Violations of professionalism may result in lowering of final grade *after* it has been calculated using the grade recommendations from your Clinical and University Supervisors and assignment scores.

If your unprofessional behaviors or absence of professional behaviors is brought to the School of Education’s (SOE) attention, you will receive notification of this. There are three levels of notification as described below:

YELLOW Flag: You will receive notification that you have been given a YELLOW Flag if and when the SOE is notified of failures in professionalism that go beyond first discussions with your Clinical Supervisor and/or University Supervisor or that are so egregious as to be blatant. For instance, if you develop a pattern of arriving late, leaving early, speaking disrespectfully, etc. this

will be reported, and you will be notified that you have a **YELLOW Flag**. You should take this as a very serious warning that your behaviors need to change immediately.

ORANGE Flag: You will receive notification that you have been given an ORANGE Flag if and when the SOE is notified of continuing failures in professionalism previously reported or when the incident(s) show a serious failure in professionalism. **For each orange flag notification, your grade may drop by half a letter grade. (You may get an orange flag without first receiving a yellow flag depending on the circumstances.)**

RED Flag:* You will receive a RED Flag notification if any member of the SOE is contacted concerning very serious and blatant disregard for professional behavior. If you receive a RED flag notification, you will be required to come in to meet with either or both the associate dean in charge of teacher education and the coordinator of student teaching. During this meeting there will be a discussion of your behaviors and a decision about whether you may continue with your student teaching and if so, under what conditions. **Note: The school (Clinical Supervisor, principal, or district administrator), may determine that you cannot return to their classroom/school thus ending your student teaching experience. For each red flag notification, your grade may drop a full letter grade. (You may get a red flag without first receiving a yellow or an orange flag depending on the circumstances.)** **Do not confuse the red flag icon indicating the level importance of an email with a RED flag notification. If you receive a RED flag notification, it will specifically say, in words, that you have been issued a RED flag notification.*

Please keep the importance of PROFESSIONALISM firmly in mind. Each of you is quite capable of acting in a responsible and respectful manner, and there should be no reason for anyone to receive a yellow, orange, or red flag notification. You have been well prepared to enter your school and succeed, and that is what we want most for you - a productive and successful student teaching experience. Maintaining the highest level of PROFESSIONALISM is the first step in reaching this goal.

APPENDIX

DAILY SELF- EVALUATION SHEET

Make copies as needed for each day

Lesson/Period Taught _____

** One lesson per day should be chosen beforehand by the teacher education candidate. Choose different lessons/periods each day.*

Date _____

High Points of Lesson: Check

Planning	_____
Presentation	_____
Materials Used	_____
Content	_____
Presentation	_____
Student Understanding	_____
Pupil/Teacher Rapport	_____
Evaluation of Learning	_____
Control	_____

Areas Which Could Improve: Check

Planning	_____
Presentation	_____
Materials Used	_____
Content	_____
Presentation	_____
Student Understanding	_____
Pupil/Teacher Rapport	_____
Evaluation of Learning	_____
Control	_____

Comments:

Self- Assessment Instrument

The following instrument is similar in form and content to the Formative Assessment used during observations. You can use this as a guide as you prepare to plan and teach your lessons and/or as a self-assessment with any videotapes of yourself teaching.

Use the following scale to evaluate the teacher candidate on each item:

0 Not observed	1 Needs improvement	2 Developing	3 Skilled	4 Exemplary
Not observed during this observation	Not ready to assume responsibility for classroom	Currently developing expected beginning skills	Meets expected skills of a beginning teacher	Exceeds expected skills of a beginning teacher

Assessment

	Item	Score
The teacher candidate	1. Makes students aware of what must be done to demonstrate mastery of the material.	
	2. Uses pre-assessments to determine what students already know about content.	
	3. Uses informal assessment techniques to evaluate the impact of instruction & the need for instruction modification/differentiation.	
	4. Plans/develops formal assessments that validly & reliably measure student learning.	
	5. Accurately interprets assessment results.	

Comments about assessment (You may comment in general or indicate an item number(s) from above and focus your comments on this/these items specifically.)

Classroom Management

	Item	Score
The teacher candidate	1. Sets clear standards of conduct & ensures that they are consistently followed.	
	2. Creates a classroom environment in which student to student interactions are polite, respectful, & supportive of learning.	
	3. Is alert to inappropriate student behavior and responds in a way that is fair and minimally disruptive to class.	
	4. Organizes tasks/manages students so that students are engaged in learning most of the class period.	
	5. Communicates with students in an effective, positive, & dignifying manner.	

	6. Conveys genuine enthusiasm for subject, & students respond positively to enthusiasm.	
	7. Incorporates technology into classroom management tasks.	

Comments about classroom management (You may comment in general or indicate an item number(s) from above and focus your comments on this/these items specifically.)

Instructional Planning

The teacher candidate	Item	Score
	1. Focuses lessons on content that represents valuable knowledge and that promotes in-depth understanding of the content standards.	
	2. Develops lessons that have a clearly defined and effective structure (e.g., the effective use of a defined beginning, middle, and end of a lesson).	
	3. Sets clearly defined learning objectives & sequences activities in a way that can build students toward objectives.	
	4. Includes differentiated instructional activities and explains the basis for the differentiation.	
	5. Plans activities that address a variety of levels of thinking skills.	
	6. Describes how he/she will integrate content with other content, across & within content field.	
	7. Describes how he/she will integrate technology into instruction.	
	8. Selects materials that are developmentally and learning objective appropriate.	

Comments about instructional planning (You may comment in general or indicate an item number(s) from above and focus your comments on this/these items specifically.)

Implementation of Instruction

The teacher candidate	Item	Score
	1. Clearly presents directions to and/or explanations of an activity.	
	2. Sets up lesson/activity in a way that helps students understand the connection between the lesson/activity and the learning objective.	
	3. Makes content meaningful for all students.	
	4. Uses materials that are effective at increasing student understanding of the content as well as at improving student engagement.	
	5. Effectively uses examples, mental imagery, role modeling, visual representations, etc. to better illustrate new or difficult concepts.	
	6. Uses strategies that develop student critical thinking, problem solving, & reflection skills.	
	7. Demonstrates in-depth understanding of the content during instruction.	
	8. Asks questions that promote thoughtful responses and deeper understanding of content.	
	9. Accommodates students' questions or interests and uses students' questions and interests to enhance their understanding of the lesson.	

	10. Finds ways to get students to actively participate in their own learning.	
	11. Relates the content of the lesson to the course as a whole and/or to the potential application of content outside of the classroom.	
	12. Incorporates reading strategies throughout lesson.	
	13. Uses knowledge of students' cultures & backgrounds to help students relate content to their prior experiences.	
	14. Paces lessons to ensure that students are neither bored nor confused.	
	15. Uses appropriate accommodations so that all students can contribute and learn.	
	16. Incorporates technology effectively into instructional delivery and student activities.	
	17. Teaches students to effectively apply information technology.	

Comments about implementation of instruction (You may comment in general or indicate an item number(s) from above and focus your comments on this/these items specifically.)

Professionalism

The teacher candidate	Item	Score
	1. Fulfills assigned duties and responsibilities and is flexible when change is required.	
	2. Follows school and district rules.	
	3. Understands and complies with laws & regulations, such as laws related to the confidentiality of student information.	
	4. Understands how to question authority in a respectful, constructive manner.	
	5. Establishes collaborative and productive relationships with colleagues and parents.	
	6. Demonstrates honesty and respect in all communications/interactions with students, parents, and staff.	
	7. Demonstrates respect for cultural differences in school community.	
	8. Is responsive to students' clues of distress & connects distressed students to appropriate resources.	
	9. Refrains from showing favoritism for any student or student group.	
	10. Seeks, accepts, and acts upon input about his/her teaching.	
	11. Tries a variety of teaching ideas/techniques, based on research, colleague suggestions, and student needs.	
	12. Reflects upon the impact of his/her instruction on student learning.	
	13. Sets appropriate learning goals for self, based on reflection.	

Comments about professionalism (You may comment in general or indicate an item number(s) from above and focus your comments on this/these items specifically.)

Beyond the Classroom:

School Related Experiences for Investigation

Being a teacher requires more than just expert skills in the classroom. The well-prepared teacher knows many more things about the structure of the school and its district, the school's internal and external dynamics, established and required procedures for any number of needs or instances, etc. While you are in your student teaching/internship placement, take time to investigate the following about your cooperating school. Understanding how to find this information and its importance will help you become a more successful teacher as you move through your career.

**Adapted from the Western Kentucky University's Student Teaching Handbook*

1. Administrators
 - a. Who are they?
 - b. What are their chief duties?
 - c. What is the responsibility of the teacher to them?

2. School Plant
 - a. What is the general physical layout?
 - b. What playground and gymnasium facilities exist?
 - c. What office facilities are available?
 - d. How is the cafeteria operated?
 - e. For what purpose is the auditorium used?
 - f. Is there a teacher's lounge/workroom?

3. Equipment and Materials
 - a. What provisions are made for textbooks?
 - b. What audio-visual/technology equipment is available?
 - c. What supplies are available for the teacher?
 - d. What provisions are made for the use of technology?

4. Curriculum
 - a. What courses are offered?
 - b. What courses are required?
 - c. What are the requirements for graduation?
 - d. Are special courses or programs available for exceptional children?
 - e. What modifications are made to accommodate for student diversity?

5. Guidance
 - a. What personnel are involved?
 - b. What is the testing program?
 - c. What student records are maintained?
 - d. Is there an orientation program for new students?
 - e. What provisions are made for exceptional students?
 - f. Is there a follow-up of students after graduation?
 - g. Is there a group guidance program?

6. Library/Technology Center
 - a. What are the facilities?
 - b. What are the procedures for student use of the library/technology center? For teachers?
 - c. By what means is the library stocked?

7. Grading and Reporting
 - a. On what basis are grades determined?
 - b. How are reports made to parents?
 - c. What provisions are made for parent-teacher conferences?

8. Health Service
 - a. What examinations are given? How often?
 - b. What is the relation to social agencies and city-county health department?
 - c. What provisions are made for illness or accidents at school?

9. Student Government
 - a. What activities exist?
 - b. How are they organized?
 - c. How many participate?
 - d. What is their relationship to the school program?
 - e. How are these activities financed?

10. Extra-Curricular Activities
 - a. What activities exist?
 - b. How are they organized?
 - c. How many participate?
 - d. What is their relationship to the school program?
 - e. How are these activities financed?

11. Professional Organization
 - a. What are the nature and function of the faculty meetings?
 - b. What in-service programs are offered?
 - c. What local professional organizations exist?
 - d. What professional services are offered?

12. Community Relations
 - a. What parent groups function?
 - b. What community agencies are involved with the school program?
 - c. How is the community kept abreast of school activities?
 - d. What steps have been taken to involve/prepare diverse cultures?

Lesson Plan Format

The following is a generic format that contains both critical and useful elements for an effective lesson. While there are many ways to format a lesson and while your Clinical Supervisor may use a different format, this is the format you should use for the Formative observations done by your University Supervisor. You are **REQUIRED** to turn in the written lesson plan to the University Supervisor when he/she arrives for the observation. Unless you have a similar lesson format or your Clinical Supervisor suggests another one, it is suggested that you consider the elements of this lesson plan when preparing written lesson plans for your classes.

- **Unit Title:** If you are teaching a lesson that is part of a particular unit, what is that unit title or topic?
- **Audience Description:** Describe the class you will be teaching. What are the students like? What are their interests? How do they get along? How are they responding to the subject matter? Do any of the students have special needs you need to be aware of? There may be a good bit of other information you need to put in this section. You may not need to complete this section on a daily basis once you get to know your students, however, for your observations remember that your University Supervisor does not know your students and this is the perfect place to let her/him know about your students further helping her/him understand some of the activities and things you may be doing during the lesson;
- **Subject Area:** What are the subject and topic you are teaching?
- **Lesson Title:** Give your lesson a title. Be creative. You can even share this with the students to help capture their interest;
- **Length of Lesson:** How long will the lesson last? Thinking about this will help you pace the lesson so you don't rush through things (take on too much) or get behind (take on too little);
- **Objectives:** What will the students be able to do when the lesson is finished? Think about your reason for teaching this lesson. Give the objectives in measurable terms. (The student will be able to . . .);
- **Standards/Benchmarks:** List any KS standards/benchmarks you are addressing in the lesson;
- **Anticipatory Set:** How will you focus and engage the learners at the beginning of the lesson? Describe what you will use for motivation and to "hook" into previous learning that has occurred. List the amount of time you have planned for the anticipatory set (this will help with your pacing);
- **Incorporation of other subject areas:** List any other subject areas you have incorporated into your lesson. For instance, if you are teaching a literature or reading lesson and refer to something from history or geography such as another culture, list that as a subject area you incorporated into your lesson;
- **Lesson Activities (Content/ Methods and Procedures):** What steps will you take to meet the objectives you set for this lesson? What content will you provide, what sources if any will you use, and what activities will you use in teaching this lesson? Include the approximate amount of time you have planned for each activity (this will help with your pacing);
- **Modifications:** List and describe any accommodations/differentiation you will be making for any students with different learning needs. Explain why these accommodations meet the needs of these students;

- **Closure:** Focus on the objectives and summarize what the students should have learned, connecting this to material that will be coming NEXT in future lessons. Include the approximate amount of time you have planned for the closure;
- **Evaluation (Assessment):** How will you determine that your students learned what you intended? What methods will you use during class and possibly later at the end of the unit or topic?
- **Resources & Technology:** What resources will you need for your lesson? This includes everything from chalk to computers to guest speakers – anything you need to have in order to teach this particular lesson. What technology will you use?