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Education Syllabi Fall 2018

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2018

EDMS 470-01 471-01 Student Teaching and Seminar

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Student Teaching and Seminar
(9 cr. hrs.)
August 23, 2018

Xavier University

College of Professional Sciences

Dr. Tom Kessinger (O: 745-3725)

E-mail: Kessinger@Xavier.edu

Office Hours : Tues. & Wed. 2-3:30 pm;

[O: Hailstones 305] & Thurs. 3-4 pm

EDMS 470-01: Secondary AYA

EDMS 471-01: Multi-Age

Fall Semester 2018

Cohen 190

Seminar meets on selected Thursdays

4:30 - 6:00 pm

(See tentative schedule below)

Focus: Xavier's mission . . . to **educate**. Therefore, "(t)he mission of the school of education is to **educate** in the Jesuit tradition, students from varied backgrounds to be critical thinkers and ethical professionals in education and related fields who effectively contribute to and serve a world of many cultures and diverse communities."

Course Description: This is the capstone course for soon-to-be-licensed teachers. It includes daily laboratory experiences either in a secondary school teaching setting or in a pre/K-12 teaching setting. It also involves on-campus seminars (see attached list of seminar dates and topics). Student teachers spend a semester under a master (cooperating) teacher. Permission of the Academic Programs Officer (Dr. Laura Edwards) is required.

Purpose: This course is designed to provide the student with actual laboratory experiences as a student teacher working in tandem with a school's cooperating teacher and the university (field) supervisor.

Student Learning Outcomes: Upon completion of this course, the student will be able to:

1. demonstrate proficiency in planning and executing different models, approaches to, and lessons for teaching and learning;
2. effectively teach in a culturally-diverse classroom setting;
3. promote learning in all students regardless of individual exceptionalty;
4. incorporate professional research findings and clinical experiences into classroom teaching; and,
5. perform all the daily duties required of a secondary or multi-age educator.

Students with Disabilities: It is my goal that this class be an accessible and welcoming experience for all students. If, then, you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letter from Disability Services and to discuss your needs. Disability-related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones by phone at 513-745-3280, in person on the fifth floor of the Conaton Learning Commons (Room 514), or via email at jonesc20@xavier.edu as soon as possible since accommodations are not retroactive.

Meetings: Student teaching is a commitment between you and the school/school district wherein you student teach. Follow the school's schedule and your contract for your student teaching responsibilities.

This seminar class will meet on selected Thursdays from August 23 through December 13, 2018; however, this class will not meet on selected dates including legal and/or university holidays. Note: Daily attendance at your student teaching site(s) and at scheduled seminar meetings is expected and is required; therefore, a topical paper (well-researched and properly documented with minimum-page requirements) will be assigned for *any* missed seminar. Also, please be on time...a professional courtesy.

Assessment or Evaluation: The seminar professor will determine your final grade (Satisfactory/Unsatisfactory) based on your performance in *each* of the following six areas:

1. passing PRAXIS II or OAE or ACTFL scores for subject/content area and Principles of Learning and Teaching--received in Xavier's School of Education office (make sure the scores went to and were received at Xavier);
2. your university (field) supervisor's formal assessments—both formative and summative—and discussions with cooperating teacher;
3. midterm and final evaluations by the cooperating teacher [see forms at website, www.xavier.edu/education/forms];
4. completion in EDMS 411 of the required Teacher Performance Assessment (TPA) process and proper submission of the *edTPA* work per the *edTPA Assessment Handbook*—by specific discipline [for those completing edTPA this term, the deadline for submission to national scoring is: _____ 2018.
5. completed online portfolio of your entire website placed on a CD-R or DVD-R; turn-in this CD/DVD-R to your seminar professor on **November 29, 2018 OR December 6, 2018**; note that this portfolio should reflect the attainment of **all**—by discipline—teaching standards [Ohio] with artifacts/evidence (via PwrPts, lesson plans, units plans, observations, evaluations, courses taken, etc.) and examples-- including some of what you accomplished during student teaching; show four (4) representative artifacts for each of the seven (7) Ohio Standards for the Teaching Profession. NOTE: You may use your transcript—as evidence—for no more than three (3) artifacts.
6. satisfactory attendance at student teaching site(s) and attendance at and participation in all seminars—[again, attendance is mandatory]. A topical paper will be required for *any* missed session—see seminar professor. Finally, complete any paper or online end-of-program and course surveys/evaluations at the final seminar meeting – this is also participation!

Some Key Notes:

Make sure you secure a copy and review the *edTPA Assessment Handbook* for your discipline (teaching area as necessary or desired)—that you completed in EDMS 411. Go to the T-drive, download your handbook]. Also review the document, *Making Good Choices* that was published in September (2014). This reference will assist you as well.

Various references and handouts will be cited and/or used throughout the course. For example, use Kellough's and Kellough's *Secondary School Teaching* and Ohio's *Academic Content Standards* and any/all school-based documents as relevant references throughout your student teaching experience. Include all these items in your planning and performance to become an **effective** student teacher.

Please see me if you would like to review references that highlight what one could do to improve the student teaching experience and what one might prepare as a paper portfolio in advance of seeking employment.

Tentative Schedule of Dates and Topics for Fall 2018 Seminar Meetings

EDMS 470-01/471-01

[*Seminar Time: 4:30 – 6:00 pm // Cohen 190]

| <u>Dates</u> | <u>Topic(s)</u> |
|-------------------------|--|
| *August 23 | 4:30 - Introductions and Course Overview with Expectations 5:15 - Meet with your Xavier University (Field) Supervisor |
| August 30 | <i>edTPA</i> preparation or Portfolio (individual work) |
| *September 6 | <i>edTPA</i> prep. Or Portfolio (individual work) |
| *September 13 | Dr. T. Michael Flick, Professor Secondary Education Program Xavier University Tech and Topics—a review for <i>edTPA</i> and/or portfolio tasks <u>OR</u> <i>edTPA</i> optional workshop for.... |
| September 20 | <i>edTPA</i> preparation or Portfolio (individual work) |
| *September 27 | Andrea Mersmann Senior Assistant Director Student Services/Career Develop. Xavier University |
| October 4 | Fall Holiday – however, <i>edTPA</i> preparation or Portfolio (individual work) |
| [October 10 – Wednesday | Ann Buenger Lecture at Cintas] |
| October 11 | <i>edTPA</i> optional workshop for |
| *October 18 | <i>edTPA</i> preparation or Portfolio (individual work) |
| October 25 | <i>edTPA</i> prep or Portfolio (individual work) |

| | |
|--------------|--|
| *November 1 | Renee Gosney, Director Licensure and Certification Xavier University |
| November 8 | <i>edTPA</i> prep. or Portfolio (individual work) |
| *November 15 | <i>edTPA</i> prep. or Portfolio (individual work) |
| November 22 | No Seminar – Thanksgiving Holiday |
| *November 29 | Turn-in Portfolio via CD-R |
| *December 6 | Dr. Flick – if special assistance is needed |
| December 13 | Follow-up with selected students, as needed |

NOTE: * = Required Seminar Attendance



Section Two: Ohio Standards for the Teaching Profession

- 1** Teachers understand student learning and development and respect the diversity of the students they teach.
 - Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
 - Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
 - Teachers expect that all students will achieve to their full potential.
 - Teachers model respect for students' diverse cultures, language skills and experiences.
 - Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.
- 2** Teachers know and understand the content area for which they have instructional responsibility.
 - Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
 - Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
 - Teachers understand school and district curriculum priorities and the Ohio academic content standards.
 - Teachers understand the relationship of knowledge within the discipline to other content areas.
 - Teachers connect content to relevant life experiences and career opportunities.
- 3** Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
 - Teachers are knowledgeable about assessment types, their purposes and the data they generate.
 - Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
 - Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
 - Teachers collaborate and communicate student progress with students, parents and colleagues.
 - Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.
- 4** Teachers plan and deliver effective instruction that advances the learning of each individual student.
 - Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
 - Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
 - Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
 - Teachers apply knowledge of how students think and learn to instructional design and delivery.
 - Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
 - Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
 - Teachers use resources effectively, including technology, to enhance student learning.
- 5** Teachers create learning environments that promote high levels of learning and achievement for all students.
 - Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- 6** Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
 - Teachers communicate clearly and effectively.
 - Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
 - Teachers collaborate effectively with other teachers, administrators and school and district staff.
 - Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.
- 7** Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
 - Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
 - Teachers take responsibility for engaging in continuous, purposeful professional development.
 - Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

XAVIER UNIVERSITY
Format for Lesson Planning

Page: /

Your Name: _____

Course: _____

Date of Presentation: _____

Purpose:
(include Standards)

Objectives/Learning Outcomes:
The student will be able to:

Resources/Materials:

Instructional Strategies:
(include Technology Integration & Exceptionalities)

Assessment:

Self-Evaluation:

Candidate: _____

Person Evaluating: _____

ID: _____

DATE: _____

License Sought: _____

CLASS: _____

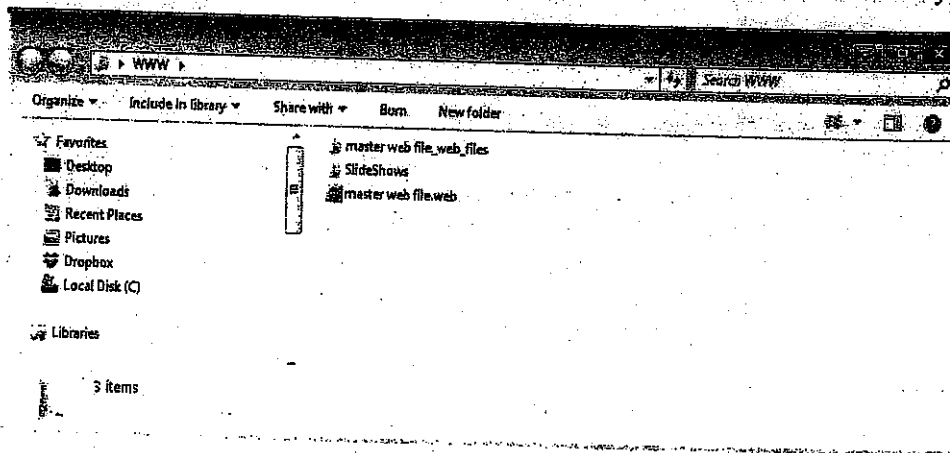
Rating Scale: 0 = Not Met / 1 = Meets Expectation / 2 = Exceeds Expectations

| Objectives/Learning Outcomes | Objectives identify student learning expectations and are measurable. | Objectives are stated and identify the learning that is expected. | Objectives are unclear and limited. | |
|------------------------------|--|--|---|--|
| Assessment | Assessment strategies are clearly identified, understood by students, and based on Ohio standards. | Some assessment strategies are identified to measure student learning. | Limited assessment strategies are used. | |
| Standards | The plan meets or exceeds state standards providing students an engaging, rich opportunity for learning success in the content area. | The plan focuses on student learning and is limited in addressing local/state standards. | The plan is unfocused with no relation to local/state standards. | |
| Instructional Strategies | Activities are aligned with objectives and are engaging and motivational for student learning. | Activities are aligned with objectives but student engagement in learning is limited. | Activities are unrelated and have limited focus on the course objectives. | |
| Exceptionalities | Student's learning needs are addressed and include necessary modifications for students with special needs. | There is some evidence of diverse learning strategies to support student learning. | Individual needs of students are not visibly addressed. | |
| Resources/Materials | All materials needed for the plan are described and readily available. Many resources are used. | Resources needed for the plan are limited or not identified. | Resources needed for the plan are not identified and limited. | |
| Technology Integration | Technology is clearly integrated into the lesson meeting State standards. | Technology is not integrated into the lesson but observable. | Technology is limited or not included. | |
| Self-Evaluation | Reflection activities are demonstrated. | There is some evidence of reflection to improve lesson plan content. | Self-evaluation of the activity is not demonstrated. | |
| TOTAL | | | | |

Your live web address is:
http://site.xavier.edu/your_login_name

BASICS OF WEB PAGE CREATION

- 1) ALWAYS backup your WWW folder to at least two backup locations (like external hard drives or flash drives). The WWW folder is not stored on Xavier's system. If you loose your backup, you will have to start the project over.
- 2) ALWAYS work on your website from the WWW folder from YOUR DESKTOP. In other words, drag the WWW folder from your backup device to the desktop prior to making changes or additions.
- 3) The content of the WWW folder is: (If other files show up, see you instructor immediately)



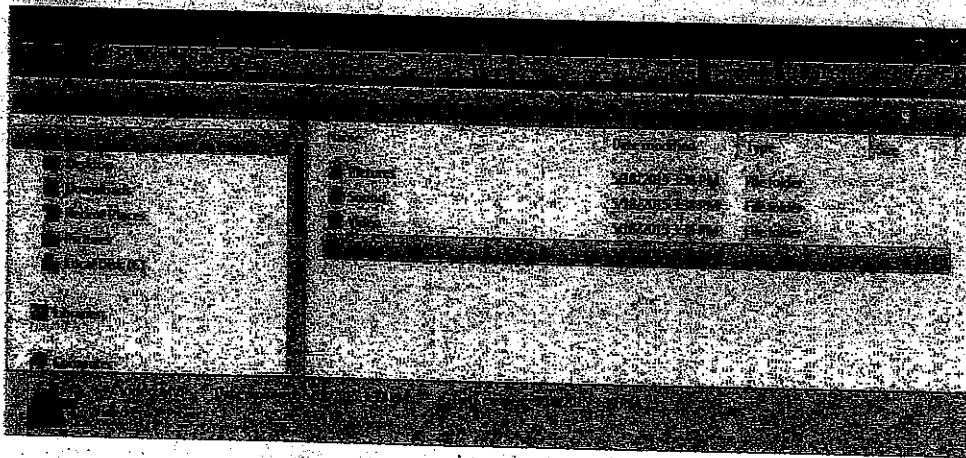
- ✓ master web file.web - is the XARA editor version of your website
 - ✓ The Folder master web file_web_files contains PDF and other content files for your website
 - ✓ The Folder SlideShows contains the slide shows for your website. This folder must be manually drag to the 'Z' drive to make your slideshows live.
- 4) To publish (make your website live) when working in Xara, click on 'file' and select 'Export Website.' Navigate to your 'Z' drive and click 'Export.' If asked, select 'Replace.' Note that if you change the SLIDESHOWS, that FOLDER must be manually dropped on the 'Z' drive.
 - 5) VERY IMPORTANT! Don't forget to drag your WWW folder from the desktop back to your backup devices. Be sure to select 'Replace All' if asked. If you do not complete this step you will loose all of the changes made during your work session.

To Burn your website to a DVD or CD

- 1) Double click on the 'My Computer' icon.
- 2) Navigate to your 'Z' drive and select all files and folders.
- 3) Double click on the 'My Computer' icon again
- 4) Drag the selected files to the CD/DVD drive
- 5) From the resulting screen, be sure to click 'burn' or 'burn to disk.'

BASICS OF VIDEO CREATION

- 1) ALWAYS backup your VIDEO PROJECT folder to at least two backup locations (like external hard drives or flash drives). If you loose your backup, you will have to start the project over.
- 2) ALWAYS work on your video from the VIDEO PROJECT folder from YOUR DESKTOP. In other words, drag the VIDEO PROJECT folder from your backup device to the desktop prior to making changes or additions.
- 3) The content of the VIDEO PROJECT folder is: (If other files show up, see you instructor immediately). Be careful not to import files to the story board that are not in the folders contained in your VIDEO PROJECT folder.



- ✓ Pictures - is a folder to hold pictures to be used in your video
- ✓ Sound - is a folder to hold sound and audio files to be used in your video
- ✓ Video - is a folder to hold video files to be used in your video
- ✓ My Video.MVP - is the Video Pro software mapping file to display your video on the story board

- 4) To export your video in a usable format click FILE, select EXPORT MOVIE, and choose the desired format. Be sure to export the move to the desired location.
- 5) VERY IMPORTANT! Don't forget to drag your VIDEO PROJECT folder from the desktop back to your backup devices. Be sure to select 'Replace All' if asked. If you do not complete this step you will loose all of the changes made during your work session.



XAVIER
UNIVERSITY

Mark Twain

Undergraduate/Graduate Student at Xavier University

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A Brief Statement Of My Philosophy Of Education

I believe that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. It is my desire as an educator to help students meet their fullest potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas. There are three elements that I believe are conducive to establishing such an environment: (1) the teacher acting as a guide, (2) allowing the child's natural curiosity to direct his/her learning, and (3) promoting respect for all things and all people.

3141 Victory Park Via Cincinnati, Ohio 45227
513/763-3333

Mark Twain
Class: 1000000000000000





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FORMS

SECTION MENU ▾

Click on the form name to view in a browser. Some forms are interactive- You can type directly onto the form before printing or saving.

For Cooperating Teachers

- [Cooperating Teacher Agreement \(/education/documents/CTAgreement_Editable.pdf\)](/education/documents/CTAgreement_Editable.pdf)
- [Field Experience Evaluation \(Clinical & Methods\) \(/education/documents/52FIELD_EXPERIENCE_Eval_OSTP_04_26_12.pdf\)](/education/documents/52FIELD_EXPERIENCE_Eval_OSTP_04_26_12.pdf)
- [Field Experience Evaluation \(EDMS 131 only\) \(/education/documents/Evaluation_Form_131.pdf\)](/education/documents/Evaluation_Form_131.pdf)
- [Student Teaching Midterm Evaluation \(/education/documents/13ST_INTERIM_Eval_OSTP_04_26_11.pdf\)](/education/documents/13ST_INTERIM_Eval_OSTP_04_26_11.pdf)
- [Student Teaching Final Evaluation \(/education/documents/3ST_FINALCTEval_OSTP_04_26_11.pdf\)](/education/documents/3ST_FINALCTEval_OSTP_04_26_11.pdf)
- [Guidelines for Classroom Observations \(Clinical & Methods\) \(/education/documents/Field.pdf\)](/education/documents/Field.pdf)
- [Guidelines for Classroom Observations \(EDMS 131 only\) \(/education/documents/Profed.pdf\)](/education/documents/Profed.pdf)

For University Supervisors

- [Field Experience Evaluation \(Clinical & Methods\) \(/education/documents/23FIELD_EXPERIENCE_Eval_OSTP_04_26_12.pdf\)](/education/documents/23FIELD_EXPERIENCE_Eval_OSTP_04_26_12.pdf)
- [Field Experience Evaluation \(EDMS 131 only\) \(/education/documents/Evaluation_Form_131.pdf\)](/education/documents/Evaluation_Form_131.pdf)
- [Student Teaching Interim Evaluation \(/education/documents/21ST_INTERIM_Eval_OSTP_04_26_11.pdf\)](/education/documents/21ST_INTERIM_Eval_OSTP_04_26_11.pdf)
- [Disposition Progress Report \(/education/documents/1disposition.pdf\)](/education/documents/1disposition.pdf)
- [Student Teaching Final Evaluation \(/education/documents/4ST_FINALCTEval_OSTP_04_26_11.pdf\)](/education/documents/4ST_FINALCTEval_OSTP_04_26_11.pdf)



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- [Disposition Progress Report \(/education/documents/1disposition.pdf\)](/education/documents/1disposition.pdf)
- [Student Teaching Final Evaluation \(/education/documents/4ST_FINALCTEval_OSTP_04_26_11.pdf\)](/education/documents/4ST_FINALCTEval_OSTP_04_26_11.pdf)

For Students

- [Field Placement Application \(/education/documents/Fieldplacementform_FINAL_editable.pdf\)](/education/documents/Fieldplacementform_FINAL_editable.pdf)
- [Student Teaching Application \(/education/documents/STplacementform_FINALeditable.pdf\)](/education/documents/STplacementform_FINALeditable.pdf)
- [Student Teaching Agreement \(/education/documents/STAgreement_Editable.pdf\)](/education/documents/STAgreement_Editable.pdf)
- [Field / Clinical Reporting Form \(/education/documents/secondaryfieldform.pdf\)](/education/documents/secondaryfieldform.pdf)
- [Nametag \(/education/documents/name_tag.pdf\)](/education/documents/name_tag.pdf)
- [Portfolio Web Site Basics \(XARA version\) \(/education/documents/3WebBasicsNew.pdf\)](/education/documents/3WebBasicsNew.pdf)
- [Portfolio/Web Site Basics \(NVU version\) \(/education/documents/Web%20Basics.pdf\)](/education/documents/Web%20Basics.pdf)
- [Video Basics \(/education/documents/VideoBasics.pdf\)](/education/documents/VideoBasics.pdf)
- [Student Teaching Handbook \(/education/documents/handbook.pdf\)](/education/documents/handbook.pdf)
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- [Lesson Plan Evaluation Rubric \(/education/documents/1LPRubric.pdf\)](/education/documents/1LPRubric.pdf)
- [Secondary Advising Book \(/education/documents/1SecAdvisingBook.pdf\)](/education/documents/1SecAdvisingBook.pdf)
- [Lesson Plan Form \(/education/documents/2FormatforLessonPlanning_2013Revised.pdf\)](/education/documents/2FormatforLessonPlanning_2013Revised.pdf)
- [BCI \(Fingerprinting\) Notice \(/education/documents/OfficialNoticetoStudentsBCIFBI2017.pdf\)](/education/documents/OfficialNoticetoStudentsBCIFBI2017.pdf)
- [Statement of Moral Character Form \(http://www.xavier.edu/education/Moral-Character-Statement.cfm\)](http://www.xavier.edu/education/Moral-Character-Statement.cfm)
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STUDENT TEACHING

What are your expectations, and what are the expectations of your cooperating teacher and university supervisor with respect to the following topics?

| EXPECTATION | STUDENT TEACHER | COOPERATING TEACHER | UNIVERSITY SUPERVISOR |
|---|----------------------------|--------------------------------|----------------------------------|
| 1. <i>Appropriate Dress</i> | | | |
| 2. <i>Autonomy of Teaching Style</i> | | | |
| 3. <i>Managing the Learning Environment</i> | | | |
| 4. <i>Student Behavior and Discipline</i> | | | |
| 5. <i>Interaction with Parents or Guardians</i> | | | |
| 6. <i>Interaction with Other School Personnel</i> | | | |
| 7. <i>Guidance and Criticism</i> | | | |
| 8. <i>Daily and Weekly Lesson Plans</i> | | | |
| 9. <i>Long Range Planning</i> | | | |
| 10. <i>Other Expectations</i> | | | |



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