

Student Teaching Handbook

Preparing Caring, Reflective Teachers



For a Changing World

**Education Department
Eastern Mennonite University
2011-2012**

www.emu.edu/education/sthandbook.pdf

Welcome to Student Teaching and the Professional Semester

The professional semester, like a three-legged stool, requires equal support of student teachers, master teachers, and university consultants. Together we can create a community of learners committed to professional development. Leaders are not afraid of change. They are reflective in their practice and help ensure academic and social success for each student they teach.

The education faculty anticipates with you a semester packed with demands, challenges, and rewards. Our collective goal is to enhance the lives of all the students we teach. As educators, we must employ educational practices that are inclusive, fair, and equitable. By sharing a common vision, we can provide the leadership needed for success. Together we will make a great team! Enjoy the rich journey of learning experienced in student teaching!

Sincerely,
Cathy Smeltzer Erb, Ph.D.
Chair of Undergraduate Teacher Education
&
Sandy Brownscombe, Ed.D.
Coordinator of Field Placements

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Introduction

Student teaching is the most important professional course in any teacher education program. Some Eastern Mennonite University students have actually called it "the best course in college." Student teaching offers the opportunity to take theories that have been developed through study--theories about learning, about behavior, about the self--and test them through practical classroom experience. There is absolutely no substitute for this kind of reality. Student teaching is truly a continuum for professional development.

The **Student Teacher** stands at the very heart of the student teaching program. Prospective teachers at EMU believe that individuals can learn to their full potential, and that effective teachers help students draw on the background of experience to construct their own learning. The following persons share responsibility in working with the student teacher during the assigned practicum:

The **Coordinator of Field Placements** at EMU is responsible for assigning student teachers to the cooperating schools. The coordinator may also visit the supervising teacher's classroom and is available for individual conferences concerning general matters related to the student teaching program.

The **University Consultant** carries direct responsibility for supervising the student teacher and is expected to serve as a resource person and consultant to the cooperating teacher. During the student teaching placement, the university consultant will observe the student teacher in his/her classroom five or more times if working with non-clinical faculty, or two to three times if working with clinical faculty and will also conduct conferences with the student teacher and the cooperating teacher. Students enrolled in secondary education programs (6-12) and all-grade level programs (PreK-12) will generally be visited by two university consultants--one from the education department and one from their specialty area.

The **Cooperating Teacher** is the classroom teacher in whose room the student teacher is assigned. The cooperating teacher assists the student teacher in better understanding the demands of the teaching profession and collaborates with the university consultant in assessing the student teacher's progress. A cooperating teacher that has completed Mid-Valley Consortium Training is considered **Clinical Faculty**.

What is the Conceptual Framework of the Teacher Education Unit?

The phrase that articulates the mission of the Teacher Education Program is **Preparing Caring, Reflective Teachers for a Changing World**. The framework is under-girded by the vision and mission of the university.

Eastern Mennonite University Mission Statement

Identity

A leader among faith-based universities, Eastern Mennonite University emphasizes peacebuilding, creation care, experiential learning, and cross-cultural engagement. Founded in 1917 in Harrisonburg, Virginia, EMU is an educational institution of Mennonite Church USA. EMU serves students of diverse religious and cultural backgrounds and confers undergraduate, graduate, and seminary degrees.

Mission

EMU educates students to serve and lead in a global context. Our Christian community challenges students to pursue their life calling through scholarly inquiry, artistic creation, guided practice, and life-changing cross-cultural encounter. We invite each person to follow Christ's call to

bear witness to faith,
serve with compassion, and
walk boldly in the way of nonviolence and peace.

Vision

EMU envisions a learning community marked by academic excellence, creative process, professional competence, and passionate Christian faith, offering healing and hope in our diverse world. To this end, we commit ourselves to

do justice,
love mercy, and
walk humbly with God.

Shared Values

EMU embodies the enduring values of the Anabaptist tradition:

Christian discipleship,
community,
service, and
peacebuilding.

Together we worship God, seek truth, and care for God's creation.

*Approved by the EMU Board of Trustees
June 28, 2008*

The **Conceptual Framework** articulates a shared vision for Eastern Mennonite University's Teacher Education Program in its efforts to prepare educators for P-12 classrooms. The Conceptual Framework provides direction for Teacher Education's programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. Included in the Conceptual Framework is an articulation of the Teacher Education Program's particular perspective, which will characterize EMU's teacher pre-service, post-baccalaureate and MA graduates.

What Mission and Beliefs Guide the Education Department?

The mission of the EMU Teacher Education Program is to prepare competent, caring, reflective practitioners who advocate for children and youth, develop caring learning environments, initiate and respond creatively to change, and value service to others.

The teacher education program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These reflective educators will offer healing and hope in a diverse world. The mission and vision are based on the following **beliefs**:

- We believe that teachers are best prepared through a rigorous liberal arts program that seeks integration across disciplines and cultures.
- We believe in a reflective teaching model that develops excellence in teaching, an ethic of caring, and creative problem solving.
- We believe in the integration of theory and reflective practice through purposeful and systematic experiences in college classrooms and field placements within P-12 classrooms.
- We believe that candidates have the power to serve as collaborative change agents with sensitivity to an interdependent world.
- We believe in the integration of Anabaptist principles with the profession of teaching based on a Christian world view valuing community, caring relationships, service to others, peacebuilding and conflict transformation, and stewardship of resources.

- We believe that it is important for all candidates to respect and value cultural diversity, and to relate to students and communities in culturally appropriate ways.
- We believe that faculty who mentor candidates should nurture and model desirable personal and professional qualities.

Approved by COTE September 16, 2003

What are the Teacher Candidate Performance Outcomes?

Scholarship: to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

- demonstrate competency in general education knowledge and liberal arts
- articulate major concepts, assumptions, debates, and methodologies of inquiry that are central to the discipline(s) s/he teaches
- demonstrate awareness and apply meaningful connections across disciplines and cultures

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

- evaluate philosophies of education from multiple perspectives to articulate a personal philosophy that enhances student learning
- use inquiry-based strategies to enable students to construct knowledge
- analyze social contexts for reflection, problem-solving, and learning through dialogue
- draw upon personal and collegial reflections to evaluate and revise practice

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

- plan appropriate instruction and assessment based on the knowledge of constructivist learning theory, subject matter, student development, instructional strategies, the learning context, and curriculum

- integrate informal and formal assessments into instruction, maintain records, and analyze data to inform teaching decisions and to monitor student progress
- adapt and/or create a variety of instruction to provide equitable opportunities for all learners including those from diverse cultural backgrounds and with exceptionalities
- understand how educational legal and policy issues affect students', guardians', and teachers' roles and responsibilities
- develop and design technologically mediated learning environments that are developmentally and task appropriate
- identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and specialty professional associations standards

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

- demonstrate effective reading, writing, speaking, listening, and observation skills to enhance student learning
- communicates appropriately with parents or guardians of students and school personnel
- use electronic technologies to access, manage and exchange information for sound problem solving and decision making

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

- plan and advocate for safe and just learning experiences for all students
- evaluate the effects of his or her actions on students, colleagues, and supervisors
- promote social harmony and peace building in learning communities
- model caring by treating students fairly and respectfully, promoting student feelings of self-worth, and creating a climate that allows access to appropriate learning opportunities for all students
- value stewardship of self, community, ideas, and environmental resources by integrating Christian faith and ethics with professional responsibility

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

- view teaching as a vocation (conceptual framework)

- demonstrate resourcefulness and responsibility in educational settings influencing positive change.
- build professional relationships with colleagues
- participate in opportunities for professional growth

Approved by COTE 2/24/04

What are the Dispositions?

The 3 Rs of Caring, Reflective Practitioners: Responsibility, Relationships, and Reflection provide the framework for specific dispositions the education program seeks to develop in candidates.

Caring About Personal and Professional Responsibility

1. demonstrates professional responsibility (ie. is consistent and punctual in attendance, comes to class prepared, meets deadlines, trustworthy, presents positive outlook, meets appropriate expectations regarding appearance)
2. takes responsibility for actions
3. regulates personal emotions
4. maintains collaborative, positive relationships with colleagues
5. develops positive relationships with those in authority
6. shows mature judgment
7. holds high expectations for all students

Caring About Relationships in Learning Communities:

1. considers multiple perspectives (listens actively, responds well to criticism or suggestions)
2. promotes compassionate and just learning environments
3. demonstrates passion/enthusiasm about learning and teaching
4. values diversity (eager to work with persons from a variety of perspectives and cultural/ethnic groups)

Caring About Reflective Practice:

1. makes decisions based upon reflection, research, and best practice
2. uses critical thinking to self-assess, to evaluate progress and to set realistic goals
3. commits to planning, teaching, assessment, and reflection as an ongoing process to enhance student learning

Approved by COTE 11/18/04

What are the Knowledge Bases that Inform the Conceptual Framework?

Positioned in a university with religious and cultural roots in an Anabaptist tradition, the education department acknowledges and confronts the changing nature of schooling and schools without loss of the religious and moral values we have embraced for over 500 years. We prepare teachers for a changing world -a world that is increasingly technological, multicultural, postmodern, and secular. We do so with faith and optimism exhibited by Aronowitz and Giroux (1991) when they say,

In a world whose boundaries have become chipped and porous, new challenges present themselves not only to educators but for all those for whom contingency and loss and certainty do not mean the inevitable triumph of nihilism and despair but rather a state of possibility in which destiny and hope can be snatched from the weakening grasp of modernity. (p. 133)

Constructivism

The philosophical base is informed by the theory of constructivism. Constructivism is an ubiquitous term with definitions varying from Fosnot's "post-structuralist psychological theory that construes learning as an interpretive, recursive, building process by active learners interacting with the physical and social world," (1996, p. 30) to Henderson's "constructivist teaching can be defined as any deliberate, thoughtful, educational activity that is designed to facilitate students' active understanding" (1996, p. 9). Constructivist educators believe that "the act of teaching" cannot be distinguished from "the act of learning." Teachers using a constructivist approach emphasize big concepts, student questions, active learning, and collaboration. A constructivist approach seeks to connect theory to practice and views the student as "thinker, creator, and constructor." Integral to a constructivist theory of learning is creative problem solving. Teachers take responsibility for assessing and solving problems not through mechanistic "cook book" recipes, but by asking "What decisions should I be making?" "On what basis do I make these decisions?" and "What can I do to enhance learning?"

The conceptual framework of teacher preparation at EMU orients teacher candidates to education environments that support best practices using a constructivist approach. Starting in *Exploring Teaching*, candidates use

the following chart from Brooks and Brooks (1999) to begin to understand the continuum of teaching from traditional and constructivist perspectives. The paradigm is identified below.

A Look at School Environments

Traditional Classrooms	Constructivist Classrooms
Curriculum is presented part to whole, with emphasis on basic skills.	Curriculum is presented whole to part with emphasis on basic concepts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions is highly valued.
Curricular activities rely heavily on textbooks and workbooks.	Curricular activities rely heavily on primary sources of data and manipulative materials.
Students are viewed as “blank slates” onto which information is etched by the teacher.	Students are viewed as “thinkers” with emerging theories about the world.
Teachers generally behave in a didactic manner, disseminating information to students.	Teachers generally behave in an interactive manner, mediating the environment for students.
Teachers seek the correct answer to validate student learning.	Teachers seek the students’ points of view in order to understand students’ present conceptions for use in subsequent lessons.
Assessment of student learning is viewed as separate from teaching and occurs almost entirely through testing.	Assessment of student learning is interwoven with teaching and occurs through teacher observations of students at work and through student exhibitions and portfolios.
Students primary work alone.	Students primary work in groups.

Reflection

The philosophical base is also informed by reflective teaching. Reflective Teaching is an inquiry approach that emphasizes an ethic of caring, a constructivist approach to teaching, and creative problem solving. Reflection encompasses and gives shape to the outcomes of the education department. When teachers care, they become reflective about

the endeavor to learn, to teach, to communicate, to ask questions, and to become leaders.

The education department concurs with Dewey's concept of reflection identified by Rodgers (2002) as a meaning making process, a systematic, rigorous disciplined way of thinking that needs to happen in community and which requires attitudes that value the personal and intellectual growth of self and others. In addition, the education department fully supports the Interstate Teacher Assessment and Support Consortium (InTASC) standard on reflection and professional development that describes the teacher as "a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally" (1992, p. 30). Reflection is at the heart of practice (Hole et. al. 2003).

Integration of Theory and Practice

Candidates participate in carefully arranged and fully integrated field based experiences beginning in the first year and culminating in the senior year with Student Teaching. The professional education curriculum emphasizes caring relationships, assertive but cooperative classroom management practices, peace and justice issues, and the integration of ethics with professional competency.

The ultimate goal of teacher education at EMU is to empower the candidate to develop a spirit of inquiry leading to informed decision making while applying values to action.

Members of the education faculty are committed to demonstrating the reflective model in their own teaching. Education classes utilize instructional activities such as collaborative learning strategies, class interaction and role-playing, microteaching lessons, and case studies. Instructors give special attention to the application of theory and practice by helping to make connections between relevant concepts through higher order questioning strategies. Reflective thinking skills -- the ability to evaluate and interpret evidence, modify views, and make objective judgments--are stressed in all courses.

Caring

An ethic of caring respects the wonderful range of multiple talents and capacities of all individuals regardless of cultural, intellectual, or gender

differences. A premium is placed on the dignity of all persons. According to Irvine (2003)

The task of teacher educators is to make sure that teacher education students and the people who evaluate and assess them understand the complexity of a term that seems so simple—*care*....Teacher characteristics and traits, such as being caring, are influenced by the multiple layers of and enigmatic nature of classroom practice. (p. 44-45).

Caring is at the core of the framework. The university's general education framework is drawn from the biblical text, Micah 6:8 "act justly and to love mercy and to walk humbly with your God." The Teacher Education Program is committed to multicultural, peace-building and restorative justice endeavors. We expect our students to exhibit dispositions that reflect an understanding of the student as a "whole person" with complex personal, social, emotional and academic needs. The 3 Rs of Caring, Reflective Practitioners: Responsibility, Relationships, and Reflection provide the framework for specific dispositions the education program seeks to develop in candidates. Caring for others and for relationships remains central.

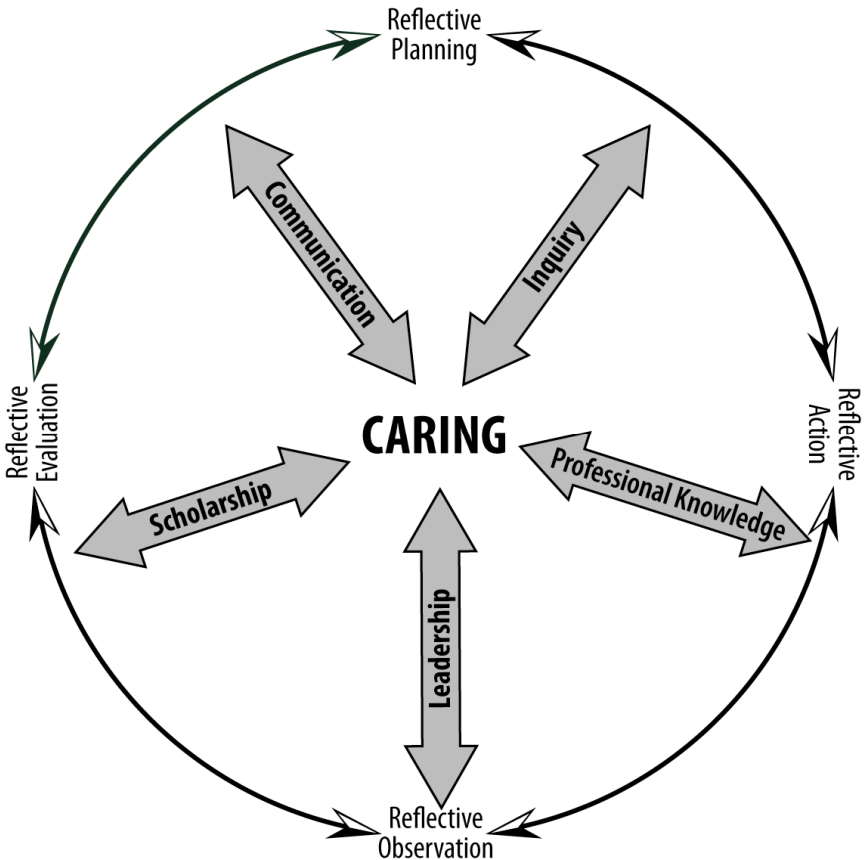
Beyond the definition of caring, the relationship of caring to reflection must be clear. The Teacher Education faculty want pre-service teachers to care about others in a way that builds relationship but this is not to be understood solely as kindness or concern without action. Goldstein (2002) believes that, "the ethic of care provides a way of thinking about caring that repositions the concept, transforming it from a personality trait to a deliberate and decisive act" (p.16). Noddings (1984) distinguishes between the concepts of caring for and caring about and describes caring for as a personal response to another person. In contrast, caring about is a response to an idea or large, distant group of people such as caring about starving children in another country. Gay (2000) describes this caring as "multi dimensional responsiveness" which "places teachers in ethical, emotional and academic partnerships and speaks especially to the expectations teachers have of their students. Caring teachers are distinguished by their high performance, expectations, advocacy, and empowerment of students as well as by their use of pedagogical practices that facilitate school success." (p. 62)

This concept of caring permeates our program. It informs not only what we want teachers to learn and model in their classrooms, but the practices

they employ. This can be accomplished by ensuring the mastery of program outcomes.

The Model

The education department's perspective on the theme "Preparing Reflective Teachers for a Changing World" is illustrated in the following model.



Care about Scholarship requires that teachers understand and master the central concepts, tools of inquiry, and structures of the discipline(s) in order to engage students in meaningful learning.

Care about Professional Knowledge requires that teachers reflect on their practice to improve student learning as well as to employ instructional strategies to further develop students' critical and creative thinking skills.

Care about Communication requires attention to detail in written and spoken language as well as a desire to listen and understand others with appreciation for the cultural dimensions of communication. Technology and media are used to facilitate student learning.

Care about Inquiry requires critical thinking about theory and practice, ethics and values, personal reflection and conduct.

Care about Leadership requires professional development and transforming approaches to education through advocacy for children and youth.

In summary, the theoretical knowledge bases that support the outcomes of the Teacher Education Program at EMU are informed by the theory of constructivism, employed with a commitment to authentic caring, and implemented with conscious, careful, and active reflection.

What Resources are Available for Prospective Teachers?

Licensure Testing Assistance

Assistance is available for preparing to take the Praxis I and Praxis II exams. The Praxis Coordinator has an office located in the lower level of Hartzler Library Room 100 C near the Curriculum Library. Please check posted office hours.

Special accommodations are available for Praxis I, Praxis II: Specialty Area Examinations, and Praxis II: Reading for Virginia Educators if you have a documented disability or if English is not your first language. It is your responsibility to request special conditions from ETS prior to the registration of Praxis I and/or II. Please see the Praxis Registration Bulletin for further details.

<http://www.ets.org/praxis/>

Special accommodations are available for the Virginia Communication and Literacy Assessment (VCLA) online at <http://www.va.nesinc.com/>. Please see "Registering for Alternative Testing Arrangements".

Disability Statement

Reasonable accommodations are provided for students with documented disabilities. Students who have registered in the Academic Support Center should self-identify to their instructors and advisor(s) by making an appointment with them. Students who have not yet registered their documented disability should do so immediately.

Academic Support Center

The Academic Support Center, located on the third floor of the library, is a valuable resource to you. Referrals to the Academic Support Center are also made by the faculty when you need assistance with improving reading, writing, and/or mathematics skills. The Center offers individual and small group tutoring. The Academic Support Center also provides academic support and advocacy for students with documented disabilities.

www.emu.edu/academicsupport/

Academic Integrity

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2010-11 Undergraduate Catalog.] The education department will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Instructional Competencies, Knowledge Base Applications and Professional Qualities

The following instructional competencies, knowledge base applications, and personal and professional qualities identify specific areas on which student teachers should concentrate. These are explicated further in the "Profile of Student Teaching Performance."

Specific instructional competencies include knowledge of content, preparation for instruction, instructional performances, reflection and evaluation-impact on student learning and demonstrating professional behaviors.

Specific knowledge base applications include attention to diversity, ability to connect and integrate knowledge, application of active learning strategies, emphasis on creative and critical thinking, attention to ongoing assessment of student performance, ability to take appropriate action, and an ability to enhance student self-concept.

Specific personal/professional qualities include an ability to demonstrate personal and professional responsibility, positive relationships in learning communities and application of reflective practice.

Profile of Student Teaching Performance: A Continuum of Professional Development

Objectives of student teaching support the mission of the education department and are drawn from Mid-Valley Clinical Faculty Consortium reference guide, "A Continuum for Professional Development." Each student teacher will demonstrate the ability to:

A. KNOWLEDGE OF CONTENT

- A1: Demonstrates an understanding of appropriate content standards (sol/professional standards)
- A2. Identifies key principles and concepts of subject matter
- A3. Uses examples to support basic principles of content
- A4. Links content to students' prior experiences and to related subject areas

B. PREPARATION FOR INSTRUCTION

- B1. Is familiar with relevant aspects of students' background, knowledge, experience and skills
- B2. Plans for the unique characteristics of individual students (i.e. tag/gt, esl, special needs, among others)
- B3. Formulates clear and appropriate learning outcomes
- B4. Plans appropriate methods to meet the learning outcomes (i.e. technology, cooperative learning, etc)
- B5. Plans assessments of learning outcomes

C. INSTRUCTIONAL PERFORMANCE

- C1. Establishes a safe physical and psychological environment
- C2. Creates a climate of fairness and respect
- C3. Maintains consistent standards for positive classroom behavior
- C4. Makes procedures and outcomes clear to students
- C5. Presents content accurately and effectively
- C6. Models appropriate language usage
- C7. Provides appropriate accommodations for diverse learners
- C8. Provides opportunities for content application
- C9. Checks for understanding using a variety of formal or informal assessment techniques
- C10. Uses instructional time effectively

D. REFLECTION AND EVALUATION - IMPACT ON STUDENT

LEARNING

- D1. Provides specific evidence to document student learning
- D2. Accurately describes strengths and weaknesses of his/her teaching skills in relation to student learning
- D3. Seeks and uses information from professional sources (i.e. cooperating teacher, colleagues, and/or research) to improve instruction
- D4. Indicates strategies to improve instruction

E. PROFESSIONALISM

- ___ Is responsible and dependable
- ___ Shows initiative
- ___ Is punctual and regular in attendance
- ___ Exhibits the ability to make decisions
- ___ Sets appropriate priorities and meets deadlines
- ___ Displays mature judgment and self-control
- ___ Demonstrates enthusiasm for teaching
- ___ Has compassion for students
- ___ Dresses appropriately
- ___ Demonstrates professional behavior with students, families, and school personnel
- ___ Maintains confidentiality

A Reflective Teaching Model Is Used During Student Teaching

Reflective Teaching provides a useful framework for describing teacher education at Eastern Mennonite University. Reflective teaching is operationally defined as "a way of thinking about educational matters that involves the ability to make rational choices."¹ Reflective teaching focuses on quality instruction, problem solving, critical thinking abilities, self-evaluation, and application of values to action. More specifically, the education department expects prospective teachers to take responsibility for assessing and solving problems not with a "bag of tricks," but by framing the problems within the context of decision-making. This means that prospective teachers must be adept at context-based assessment. Prospective teachers should ask, "What are the decisions to be made?", "On what basis do I make decisions?", and "What can I do to enhance learning?" as opposed to, "If students don't learn, that is their problem?"

Smyth (1989)² and Hole (1999)³ characterize critical reflection with four sequential steps and a series of questions:

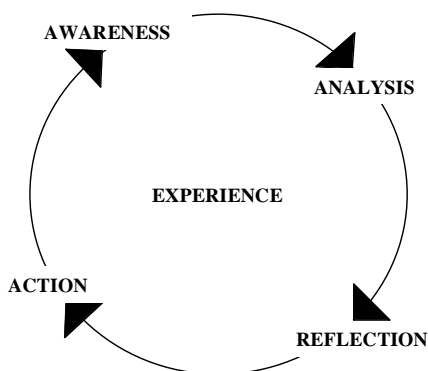
- Step 1:** Prospective teachers **describe** actual teaching events or dilemmas by answering the question, "What do I do when teaching?" This step helps create awareness.
- Step 2:** Prospective teachers **inform** themselves about the implied meanings gleaned from their descriptions. They ask, "What does this mean?" This step provides a basis for analysis.
- Step 3:** Prospective teachers **question** or confront their assumptions and beliefs about teaching and learning by asking, "How did I come to be the teacher I am?" and "From what sources did my ideas come?" This step provides a basis for reflection.
- Step 4:** Prospective teachers **reconstruct** and self-evaluate their teaching recognizing both instructional and non-instructional factors that impinge upon the teaching-learning process. They ask, "How might I do things differently?" This step leads to action.

¹ Ross, D. D. (1989) First steps in developing a reflective approach. *Journal of Teacher Education*, 40(2), 22-30.

² Smyth, J. (1989) Developing and sustaining critical reflection in teacher education. *Journal of Teacher Education*, 40(2), 2-9.

³ Hole, S. (1999) Reflection is at the heart of practice. *Education Leadership*, 56(8), 34-37.

This model of reflectivity is a process of awareness leading to analysis, analysis leading to reflection, and reflection leading to action. The cycle continues with each action leading to new awareness.



Freire, 1972⁴

Teacher education at EMU strives to help prospective teachers make meaningful connections between theory and practice. Prospective teachers are taught to ask significant questions in context of classroom and field experiences and to answer those questions. Zeichner (1996) asserts that reflective teachers must take an active role in curriculum development, their own professional development, and school leadership.⁵

The ultimate goal of teacher education at EMU is to empower prospective teachers to apply values to action and to develop a depth of understanding, a spirit of inquiry, and the pursuit of professional knowledge, leading toward informed decision making.

⁴ Freire, P. (1972) *Pedagogy of the oppressed*. New York: Seabury.

⁵ Zeichner, K. (1996) *Reflective teaching: An introduction*. Mahwah, NJ: Lawrence Erlbaum Associates.

Who are the Teacher Education Faculty?

The teacher education faculty at EMU is committed to purposeful change. The education department faculty meets weekly for program coordination, planning, and evaluation. Professors hold memberships and offices in a number of professional organizations. Since the faculty is committed to professional growth and self-development, they continue to take graduate courses and participate in professional developmental workshops. Faculty members' experiences range from traveling and working in foreign countries to teaching in elementary and secondary schools to holding administrative positions. All faculty members have completed graduate work on various levels. The following faculty members have primary teaching assignments in the education department:

Cathy K. Smeltzer Erb, Ph.D.
 Professor of Teacher Education
 Chair of Undergraduate Teacher Education

Tracy L. Hough, M.A.
 Assistant Professor of Teacher Education

Donovan D. Steiner, Ph.D.
 Professor of Teacher Education
 Director of M.A. in Education

Lori A. H. Leaman, Ed.D.
 Associate Professor of Teacher Education

Sandra L. Brownscombe, Ed.D.
 Professor of Teacher Education & P.E.
 Coordinator of Field Placements

Beth M. Lehman, Ph.D.
 Assistant Professor of Teacher Education

Katherine Evans, Ph.D.
 Assistant Professor of Teacher Education

Ronald M. Shultz, M.Ed.
 Instructor of Teacher Education

Who are the University Consultants?

The following persons work in conjunction with the teacher education faculty as University Consultants.

Brenda Bechler - Health & Physical Education
 Cyndi Gusler - Art
 Tom Long - History & Social Science
 Sharon Miller - Music
 Deirdre Smeltzer - Mathematics
 Patty Stuhlmiller - PreK-3, PreK-6
 Sandy Whetzel - PreK-3, PreK-6
 Bonnie Yoder - PreK-6, Mathematics

Expectations for the Cooperating Teacher

Having a student teacher can strengthen classroom learning. Since two heads can be better than one, two teachers planning and teaching together will benefit students in significant ways.

Recent research indicates that in today's classroom pupils benefit significantly when co-teaching becomes a significant dimension of the cooperating teacher-student teacher professional relationship. Perl (1999) defines co-teaching as a student teacher and a cooperating teacher working together with groups of students and sharing the delivery of instruction and physical space. With co-teaching, the amount of time the student teacher is left totally alone is reduced. Perl recommends that as a general rule of thumb the student teacher should be left alone to work with full class instruction about 15% to 20% of the time.

Having a student teacher also brings personal satisfaction to the supervising teacher. To have shared in the making of a capable and responsible member of the teaching profession is indeed a great reward.

Cooperating teachers play a crucial role in the student teaching program. They are key persons from beginning to end. Suggestions for carrying out this function follow:

Orienting the Student Teacher

1. Speak of the EMU student as a colleague rather than as a student teacher, but do not oversell your student teacher so that the student teacher finds it hard to live up to the pupils' expectations.
2. If possible, have a desk or table placed in the classroom for the student teacher's use. A "home base" for keeping materials is important.
3. You may want to have the pupils plan how they may help to orient the "assisting teacher" to the classroom and to the school.
4. Confer with your principal regarding a schedule of activities for the student teacher as appropriate in your school.

5. Assemble a packet of materials which describe the school situation: faculty and student handbooks, releases from the administrative office, school calendar, floor plan of the building, description of grading system, fire drill procedures, etc.
6. Have available copies of textbooks, lesson plan book, and grade book for the student teacher's use.
7. Help fellow teachers and parents to develop a favorable attitude toward the student teacher and the student teaching program. You may wish to send a form letter to parents, preparing them for the arrival of the student teacher.
8. Plan for systematic supervision and continuous evaluation using formal and informal approaches.

The Student Teacher's First Day

You may not notice it, but the day your student teacher arrives in your school, the student's knees will be shaking. The student teacher needs security!

1. Welcome them and help them to relax through friendly conversational interchange.
2. Introduce the student teacher to your pupils and other members of the school staff (including cooks and custodians).
3. Take time during the day to talk with your student teacher about your expectations during the next weeks: schedules, material to be covered, lesson plans, school and classroom routines, tasks to be completed, etc. This would be a good time to give your assistant the orientation materials you have prepared.
4. Clarify expectations for the student teacher at the outset of the experience. Regular informal and structured talks concerning plans and progress are necessary if the student teacher is to be successful.

Busy Weeks for Professional Maturing

Your goal as a cooperating teacher is to provide enough experiences during student teaching to allow the student teacher to "get the feel of the classroom." That's a difficult task, even though you are an experienced teacher, but that should be the direction of your efforts.

Since the performance of student teachers varies, we cannot expect them to be equally able at the end of the experience. Some will attain a polished and distinguished level, while others will perform at proficient and acceptable levels. We look for growth and maturation, plus a level of competence that makes it reasonably certain that each one will succeed in the classroom.

The student teaching experience seeks to develop teaching competence through four primary techniques. They are observation, co-teaching, responsible teaching, and conference. The first three of these phases are not mutually exclusive, nor must one phase be completed before another begins. (Your student teacher will have had experiences in observation and in participation before coming to you.)

A. Observation

During this phase, the student teacher should get acquainted with the school. Your assistant needs to be guided in what to look for. The student teacher should become acquainted with:

- your teaching methods
- the classroom organization and management
- characteristics of pupils in general and individually
- instructional materials
- means of providing for individual differences
- the program of extracurricular activities
- the administrative regulations and the school organization
- cumulative records of pupils
- professional activities of the school staff
- the philosophy and objectives of the school
- the procedures used by other teachers through occasional visits to their rooms

Ease your student teacher into classroom teaching responsibilities. Make sure your "co-teacher" has had an opportunity to learn the pupils' names,

observe the organizational planning which you use with the subject, and make careful plans for teaching which you have approved.

B. Participation and Co-Teaching

The student teacher should gradually assume the duties of the regular teacher. The rate at which these responsibilities are assumed will be up to you and the student teacher. The concern of the college is that responsibilities be progressive in proportion to capacity and readiness. Most student teachers should be ready for some responsible teaching by the second week. Some will be ready toward the end of the first week. By participating in the class activities the student teacher should:

- get to know the subject matter and select materials for instruction
- understand the need for punctuality and for being in the classroom before the students arrive
- accept responsibility for order and proper conduct of pupils in the classroom before the students arrive
- handle routine jobs such as adjusting shades, checking ventilation, erasing blackboards, taking roll, distributing materials, collecting papers
- develop the ability to share in the teaching activity by making assignments and announcements, putting items on chalk/bulletin boards, and assisting pupils having difficulties

During this time you might give your student teacher additional practice by requiring some lesson plans that you will evaluate.

Friend and Cook (1996) advocate various forms of co-teaching including the following: (1) *One teach, One drift*--one teacher does the teaching while the other assists students; (2) *Parallel Teaching*--the classroom is split in half and both instructors teach the same information at the same time; (3) *Alternative Teaching*--one teacher manages most of the class while the other teacher works with a small group inside or outside the classroom; (4) *Station Teaching*-- both teachers facilitate various teaching stations in the classroom; (5) *Team Teaching*--two teachers serve as one with both teachers engaging in conversation without lecture.

C. Responsible Teaching

This is the goal toward which all other student teaching experiences are pointed. Your "co-teacher" should be inducted into teaching gradually, adding classes as s/he can carry them successfully. During this time it is appropriate for the cooperating teacher to become an "assistant" and

place the responsibility for planning and leading with the student teacher. It is desirable for the student teacher to assume leadership responsibility for **all** classes for a minimum of three weeks for a seven-week placement.

The following suggestions apply to this phase of the student teacher's experience:

- Preplan by making out a calendar of teaching responsibilities for the entire semester.
- Radiate cooperation, guidance, and professional behavior in order to instill such behavior in the student teacher.
- Give the student teacher encouragement to develop new ideas and to put them into practice. Foster self-confidence as sincerely and as often as possible.
- Insist that a thorough plan be made for the teaching activity--more detailed at first, less detailed later.
- Help the student teacher to put variety into lesson plans. Depending upon individual styles of the student teacher, your suggestions may have to be more or less directive.
- Get the student teacher involved in classroom activities early in the experience. Help the student teacher to anticipate discipline problems and to guide pupils in self-discipline.
- Don't hesitate to leave the classroom for short periods of 10-15 minutes at first, depending upon the capabilities of the student teacher.
- Develop co-teaching strategies as appropriate.

D. Conferences

It is in the conference sessions that the student teacher is helped to understand the dynamics of the classroom situation. In order to provide an opportunity for self-evaluation, professional growth, and a sense of security, your "co-teacher" needs frequent occasions to talk about observations and experiences.

We recommend brief daily and/or longer weekly conferences. This is your opportunity for cooperative planning. Criticize positively and in the spirit of sharing. **Please be straightforward.**

In addition to the conferences that you will arrange with your student teacher, the university consultant will have group and/or individual conferences with the student teacher.

E. Reporting

The education department has tried to keep the paper work for the cooperating teacher to a minimum. We are asking for completed observation reports (5 from clinical faculty, 2 from non-clinical faculty), weekly progress reports, a mid-term evaluation at the halfway mark, and a final evaluation due the final week of the placement, which includes a completed rating scale and a written evaluation of the student. An evaluation of the university consultant is also requested. Forms are provided and evaluations should be shared with the student teacher.

Since the written evaluation will become part of the student's placement credentials, we are asking that careful thought be given to the wording. It should represent clearly and fairly the new teacher's readiness for the profession, including strengths and limitations, and the student teacher's chances of success in a teaching position.

The evaluation forms are also available online:
<http://www.emu.edu/education/st-forms/>

F. Additional Information

1. In case of an emergency or serious problem, call the Coordinator of Field Placements at (540) 432-4142. In case of illness, student teachers are responsible for contacting both the EMU education department and the school where student teaching is taking place.
2. The student teacher is not to be absent from his/her assignment for any reason whatsoever except in cases of personal illness or death in the immediate family. Report any deviations in attendance immediately to the university consultant.
3. A student teacher may not receive payment for student teaching. The student teacher must be under the supervision of a licensed teacher at all times.
4. Have your student teacher participate in as many extra-classroom professional activities as possible: a visit to a pupil's home, observation of parent-teacher conferences, and attendance at faculty meetings, PTA, education association meetings, etc.
5. The student teacher should be able to use school equipment such as the copy machine and computers.

Expectations for the Student Teacher

As You Begin

By this time you are ready for student teaching. You have met the criteria for admission to student teaching. You have a reasonably adequate background of general and professional education. You have participated in various kinds of experiences with children and/or youth. And, most importantly, you feel a kind of confidence that you have chosen the profession that is for you.

The purpose of student teaching is to test that confidence and bring it to maturity through actual teaching experience. You may discover weaknesses you didn't know you had. But much more, you will discover strengths that will help you cope with those weaknesses.

Through student teaching you will acquire further competence for teaching by applying principles of reflective teaching. Reflective teaching involves translating professional know-how into informed practice and continuously evaluating your effectiveness as a classroom teacher.

The best thing about student teaching is that it gives you a chance to test your skill under the supervision of an experienced teacher. Make the most of this opportunity!

Perhaps you have already visited the school to which you are assigned. If not, Opening School Experience and the Cooperating Teachers' Dinner will provide you with an opportunity to get acquainted with your supervising teacher. This teacher is legally responsible for the pupils and you will not assume more authority than s/he is willing to delegate to you.

Your university consultant carries direct responsibility for supervising you as a student teacher. **Your university consultant for each placement will visit you in the classroom five or more times if you are working with a non-clinical faculty teacher or two or more times if working with a clinical faculty teacher, and will also conduct individual conferences with you.** Those seeking 6-12 or PreK-12 licensure should expect visits from faculty members in the education department and a content specialist.

You are a student teacher; a "co-teacher." That means that you do not try to make the classroom revolve around you, but it also means that you do not turn into a "wallflower" and fail to be actively involved in the situation. Even though you will spend large amounts of time in observation, especially the first week, use these times for active observation of the dynamics of the classroom and not just for sitting. If observing becomes boring to you, it's probably your fault. It may even mean that you have not yet developed the desired insights to be a successful teacher.

Spend your observation hours noting the supervising teacher's methods and trying to understand why they are used. Study both the group and individual behavior of pupils. See how quickly you can learn pupils' names by making your own seating chart. Develop an awareness of the classroom routines and courtesies expected of pupils.

Remember that you are now a professional person. Dress like a teacher, act like a teacher, and try to think like a teacher. Use professional titles with your new colleagues; never use the first name of another teacher or student teacher when addressing pupils.

Participation and Teaching

It may be that you will be invited to participate in a variety of classroom activities as soon as student teaching begins. As you engage in these activities, the pupils will be sizing you up. This is, therefore, your chance to "sell" yourself to the group. Willingness to tackle any of these jobs when called upon by the classroom teacher is an indication of your readiness for the next phase of student teaching: definite responsibility for a class.

After you have shown yourself capable of limited participation, your cooperating teacher will give you various teaching assignments. It may be a single lesson or it may be a unit. You may expect to be asked to do responsible teaching after one or two weeks in the school, although this varies.

To meet college credit and state licensure requirements, we ask that student teachers actually teach or participate in classroom management for a minimum of 150 clock hours per placement with approximately 20 clock hours per week in primary or co-teaching responsibilities. You will keep record of the hours spent; however, the number of hours does not constitute the length of the student teaching experience. The number of weeks of student teaching is the major criterion. The main objective, of course, is quality and variety of experiences rather than the number of

hours accumulated. Typically student teachers will average 35 clock hours per week of student teaching in all activities and record a total of 500 plus hours in their two placements.

Lesson Planning

It is mandatory that you make a lesson plan for each class period that you teach. This plan should be shared and cleared with your supervising teacher before you teach the lesson. **When you begin teaching, lesson plans need to contain much detail.** As you experience success in teaching, they may become less detailed after several weeks. Lesson plans should be kept in your student teaching lesson plan notebook.

A good lesson plan:

1. begins with the teaching objective(s)
2. lists procedures and activities for achieving the objective(s)
3. identifies materials needed
4. specifies assessment procedures
5. documents differentiation of instruction to meet individual student needs

Following each lesson taught, or at the end of the day, you should evaluate the plan, the procedures used, and the achievements in pupil learning. Make notes of strengths and weaknesses for future reference. It is expected that you will have primary and co-teaching responsibilities for at least 25-30 days of your stay in the school.

As you Leave

It is important that you communicate clearly to your cooperating teacher how much you appreciate his/her efforts on your behalf. Of course, your words will carry the ring of sincerity only if you have exhibited cooperation and diligence each day. You would do well to stop by the principal's office before leaving and express your appreciation to him/her also. Perhaps you will want to visit this school later in the year as you have opportunity, but remember that such visits must be cleared through the principal's office.

A Few More Details

1. **The state of Virginia requires that you have a Tuberculosis test before you teach in the public schools. It is imperative that you take care of this before you begin student teaching. Please note that this test is effective only for 12 months.**
2. **You are not to be absent from your assignment for any reason whatsoever except for a personal illness or death in the immediate family.** In case of such an emergency, notify your University Consultant **and** your Cooperating Teacher as early as possible. If you are teaching out-of-state, you need to notify your supervising teacher only. In **no** case may you ask your supervising teacher for permission to be absent for any reason whatsoever. Such requests must be cleared directly with the Coordinator of Field Placements.
3. In case of inclement weather, you are responsible for monitoring local radio and TV stations for school cancellations or delayed schedules.
4. **You are responsible to keep accurate record of the clock hours you spend in student teaching.** This information is to be reported on the Record of Student Teaching form available in the Office of Teacher Education. You must average approximately 35 clock hours per week of student teaching in all activities. We further require that your hours of "teaching or co-teaching" average approximately 20 clock hours per week. However, it is the total number of days and weeks that constitute the student teaching experience, not total hours accumulated. www.emu.edu/education/stforms/recordofhours.xls
5. A weekly **summary** (on the Student Teacher Weekly Report Form) of student teaching activities is to be forwarded to your assigned university consultant no later than 8:00 am on the Monday morning following the week being reported.
6. **You are expected to be at the cooperating school the same hours as the regular teachers.** Frequently, this is one-half hour before and one-half hour after school. Some days you may need to stay longer in order to have time for conferences with your supervising teacher. You are not to give your supervising teacher the impression that you must rush back to the EMU campus (or elsewhere) because of personal duties. In fact, you should be involved in very few campus activities during student teaching.

7. **You are required to do thorough lesson and unit planning.**
8. Seek to become acquainted with your school and the pupils outside the classroom. Attend athletic events, faculty, PTA, and education association meetings.
9. Learn to use the school's technology, computer, and duplicating equipment.
10. Participate in the clerical work of the teacher: keeping attendance records, collecting lunch money, etc.
11. If you are asked to do substitute teaching for your supervising teacher or another teacher in the school, you may do so if you feel sufficiently confident. You may count this in your student teaching record, provided you receive no pay for your work. However, for your own legal protection, make sure that a designated certified teacher has been assigned to you.
12. Sometimes student teachers and supervising teachers experience some difficulty in communicating. If this occurs, confide in your University Consultant early, so that the situation can be improved.
13. You are required to provide your own transportation to your student teaching placements.
14. You may be required to complete a background/criminal check prior to student teaching **at the request of the school division**. The **student will be responsible for arranging and paying** for the background check **prior to** the first day of Opening School Experience.

Reflective Teaching Seminar and Portfolio

Along with student teaching, you will enroll in a one-semester hour course ED 411 Reflective Teaching Seminar and Portfolio which is offered on a pass/fail basis. These seminars are required and your participation in the professional growth activities will be considered in your final evaluations for student teaching. Missed sessions will require make-up assignments. The dates will be announced in your syllabus and at the Cooperating Teachers Dinner. The purpose of the seminars is to focus on the improvement of teaching through reflective teaching. During your professional semester, you will finalize the development of your Student

Teaching Portfolio as part of ED 411. **Please do not ask to be excused from these seminars unless your reason involves an emergency.**

Policies for Student Teaching

Student Teaching and Coursework¹

The student teaching semester includes two student teaching placements and the course ED 411 Reflective Teaching Seminar and Portfolio. Additional coursework is strongly discouraged. Student Teaching takes precedence over all other activities for the semester and is to be seen as a fulltime, full load program. In the event that a student wants to enroll in additional classes during student teaching, written permission must be granted from Teacher Education Admissions Committee. TEAC reserves the right to deny any additional course requests.

Procedures and Guidelines for student teachers who wish to take an additional class during student teaching include the following:

- The semester prior to student teaching, the prospective student teacher must submit a letter requesting permission to take a course while student teaching to the Teacher Education Admission Committee and send it to the education department. The letter needs to include justification for needing to take a course while student teaching and provisions made for assuring that it will not interfere with the student teaching experience.
- Coursework must be confined to hours that do not interfere with student teaching responsibilities.
- If during Student Teaching there is indication that additional coursework hinders student performance and jeopardizes student success in completing the program, the Coordinator of Field Placements in conjunction with the Teacher Education Admissions Committee (TEAC) has the right to ask the student to drop the additional class and/or student teaching for the duration of the semester.

Student Teaching and Work

The student teaching semester includes two student teaching placements and the course ED 411 Reflective Teaching Seminar and Portfolio. Additional work is strongly discouraged. Student Teaching takes precedence over all other activities for the semester and is to be seen as a fulltime, full load program. In the event that a student wants to work during student teaching, written permission must be granted from Teacher Education Admissions Committee. TEAC reserves the right to deny any work requests.

- Procedures and Guidelines for student teachers who wish to work on or off campus during student teaching include the following: The semester prior to student teaching, the prospective student teacher should submit a letter requesting to work while student teaching to the Teacher Education Admission Committee and send it to the education department. The letter needs to include financial justification, specific details about the job situation including hours, and provisions made for assuring that it will not interfere with the student teaching experience.
- Working must be confined to hours that do not interfere with student teaching responsibilities.
- If during Student Teaching there is indication that workload hinders student performance and jeopardizes student success in completing the program, the Coordinator of Field Placements in conjunction with the Teacher Education Admissions Committee (TEAC) has the right to ask the student to terminate employment and/or student teaching for the duration of the semester.

Student Teaching and Athletic Involvement

The student teaching semester includes two student teaching placements and the course ED 411 Reflective Teaching Seminar and Portfolio. Intercollegiate athletic involvement is strongly discouraged. Student Teaching takes precedence over all other activities for the semester and is to be seen as a fulltime, full load program. In the event that a student wants to participate in intercollegiate athletics during student teaching, written permission must be granted from Teacher Education Admissions Committee. TEAC reserves the right to deny any athletic involvement requests.

Students who wish to participate in intercollegiate athletics during their professional semester shall notify the Coordinator of Field Placements at their interview for student teaching.

In advance of the professional semester the Coordinator of Field Placements, the coach, and the athlete, together in conference, will plan the specific absences and departure times, giving attention to the following guidelines.

The involvement shall not necessitate:

- More than 5 early release times during the total semester. Attendance at seminars and student teaching is required;
- Absences on back to back days during the regular season (this may become necessary during post season play);
- More than one full day (6 hours) of time missed during any one week.

A contract spelling out the conditions of participation on an athletic team shall be signed by the coach, student teacher, and the Coordinator of Field Placements.

If during Student Teaching there is indication that athletics hinders student performance and jeopardizes student success in completing the program, the Coordinator of Field Placements in conjunction with the Teacher Education Admissions Committee (TEAC) has the right to ask the student to terminate participation in athletics and/or student teaching for the duration of the semester.

Student Teaching Outside the Consortium Area

Several assumptions guide the placement of student teachers away from the consortium area. The consortium area is defined as any school district outside a 50-mile radius of Harrisonburg. These assumptions are as follows:

- The student teaching placement must provide the student teacher with a cultural or educational context not readily available in the Shenandoah Valley.
- The student teaching placement must provide a strong support base for the student teacher.
- The student teaching placement must be adequately supervised by qualified teachers and school personnel.
- The student teaching placement must provide a solid match between the student teacher's major area of preparation and the resources offered by the placement itself.
- The first student teaching experience must be completed in the consortium area. Special placement requests will be dealt with on an individual basis.
- A faculty member in the education department must provide a written letter of recommendation for the student teacher.
- The student teacher shall be responsible for transportation costs of the EMU university consultant that exceed 100 miles per trip.

Applicants who wish to student teach away from the consortium area:

- must have demonstrated success in her/his first placement
- must demonstrate maturity, independence, academic competence, promptness in completing tasks, and flexibility in dealing with new situations
- must write a letter to the Coordinator of Field Placements stating why s/he wishes to student teach in a different locale

- must be willing to pay all costs incurred as a result of the supervisory arrangements and communication expenses
- must be willing to take responsibility for all living arrangements and transportation

EMU Guidelines for Student Teaching in Own Classroom

A school division may offer a student a teaching contract before a student has begun his/her student teaching experience, or after the first placement. In these rare situations, it may be possible for a student teacher to student teach "in his/her own classroom." The decision whether or not to support such an experience belongs to the Chair of Undergraduate Teacher Education and Field Placement Coordinator but must be consistent with the unit's out-of-area placement policy. Out-of-state placements are generally not permitted. The following guidelines must be considered and followed in determining whether or not a student may student teach in his/her own classroom.

Student Teacher Qualifications:

- submit a written request to student teach "in his/her own classroom" to the Coordinator of Field Placements
- student teacher must have completed all requirements for graduation and teacher certification except student teaching
- student teacher must be unconditionally admitted to student teaching
- student teacher must have met the Praxis II requirements

Classroom Setting:

- grade level, subject area, and classroom composition must meet appropriate licensure requirements
- classroom placements need to meet the following criteria: Early Childhood—two different seven-week placements in PreK-3; Elementary Education—one seven-week placement in K-3 and one seven-week placement in 4-6; PreK-12 (Art, Foreign Language, Health & PE, Music, SPED, and Theater)—one seven-week placement in K-5 and one seven-week placement in 6-8 or 9-12; Secondary Education—one seven-week placement in 6-8 and one seven-week placement in 9-12

- student teaching may, in creative and unusual configuration, provide for dual placements and certifications while meeting the needs of the school division
- student teacher must be hired as the classroom teacher or as an aide or paraprofessional in another teacher's classroom
- if the student teacher is employed as an aide or paraprofessional, s/he must be allowed to complete all of the experiences required of student teachers
- student teacher must register for all appropriate student teaching semester courses.
- length of experience must conform to the appropriate approved program/accreditation guidelines, and may be extended if necessary; details will be outlined in a specific agreement approved by EMU, the school division or designee, and the student teacher
- student teacher must complete all program requirements for student teaching, including supplemental seminars and any "products" such as lesson/unit plans, portfolios, journals, etc.

Onsite Mentor:

- mentor must meet all cooperating teacher qualifications; clinical faculty training is strongly recommended
- mentor must be agreed upon by the school division and EMU education department
- mentor must complete a minimum of two formal observations if working with a clinical faculty cooperating teacher, and five formal observations if working with a non-clinical faculty cooperating teacher
- mentor must complete all other paperwork expected of cooperating teachers
- mentor must meet with the university supervisor a minimum of two times

Local Administrator:

- administrator may be the building principal or assistant principal, or the appropriate central office supervisor
- administrator must observe the student teacher at least twice, once at the midpoint and once at the end of the experience, using either the university's administrator observation form or the school division observation form
- administrator must submit copies of the completed observation forms to the university supervisor

University Supervisor:

- supervisor must visit and/or observe the student teacher at least once every other week
- supervisor must complete a minimum of five formal observations
- supervisor must complete all other paperwork required for normal student teaching placements
- supervisor must meet with the student teacher and mentor a minimum of two times

Other:

In rare instances school divisions may request that a student teacher be allowed to accept a paid teaching position prior to completing student teaching. The Chair of Undergraduate Teacher Education and the Coordinator of Field Placements will evaluate each request on a case-by-case basis. In making this decision, consideration will be given to the location and appropriateness of the new teaching position, the student teacher's progress during his/her student teaching experience, continued supervision by the university supervisor, and the support to be provided by the requesting school.

Approved by COTE April 13, 2000

Policy for Withdrawal from Student Teaching & Practicum Placements

For Concerns Related To The Performance of The Student Teacher/Practicum Student

The cooperating teacher, university consultant, and student teacher/practicum student should meet to develop a plan of action that includes:

- the identification of the specific concerns of all participants
- the development of appropriate strategies and evaluation criteria to address those concerns, and
- the setting of a realistic time line for review of the action plan.

The cooperating teacher and university consultant should keep the building principal, university program coordinator, and Coordinator of Field Placements apprised of these actions as appropriate.

If the specific concerns of all parties are not addressed satisfactorily during the designated time period, the university consultant should set up a conference with the student teacher, cooperating teacher, and university program coordinator to determine the advisability of:

- developing a second action plan, using the guidelines outlined in the previous section;
- recommending termination of the placement; or
- recommending withdrawal from the teacher education program.

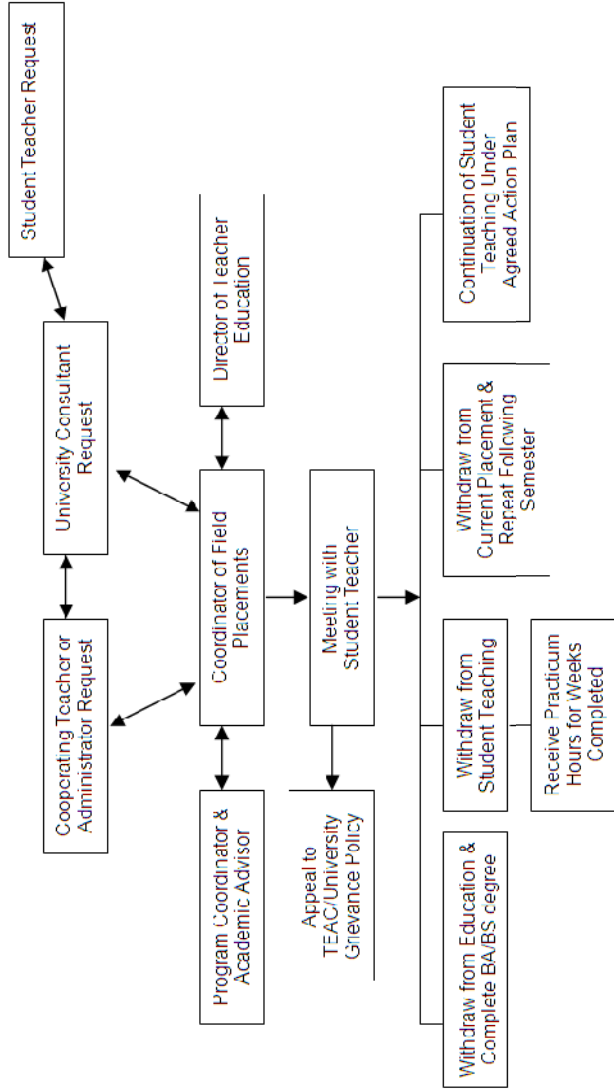
The building principal and Coordinator of Field Placements should be kept informed of this meeting; the building principal should be included as a participant if termination of the placement is being considered as a possible option. The school division placement coordinator and the Coordinator of Field Placements may be included in this meeting if appropriate.

If the recommendation is to terminate the student teaching placement, the university program coordinator, university consultant, and the university Coordinator of Field Placements will meet to finalize the recommendation and determine the student's next steps. The Coordinator of Field Placements will notify all persons involved in the original placement in writing and send a letter of appreciation to the appropriate school division personnel.

If the recommendation is to withdraw the student teacher from the teacher education program, the university program coordinator will notify the student and other appropriate personnel in writing. This notification will provide information on available supporting campus resources and the procedures for appeal.

Occasionally there are placement situations that require immediate action because the safety of one or more participants is in question or because the interests of one or more participants are in jeopardy. In this instance, any of the involved parties may request that the student teacher not participate in classroom activities until the steps listed above have been accomplished. The outlined procedures should then be scheduled as expeditiously as possible so that there will be minimal disruption of the student teaching experience.

Withdrawal from Student Teaching & Internship



Approved by COTE March 19, 2002

Expectations for the University Consultant

The university consultant is directly responsible for each student teacher assigned. The university consultant's job is to keep in close touch with the progress of the student, and to insure that the student teaching experience is a successful one. More specifically, the responsibilities of the university consultant include:

1. attend the Cooperating Teachers Dinner, the Student Teaching Celebration Breakfast, and in-service sessions as planned on student teacher supervision
2. keep channels of communication open with all key persons relating to the student teaching experience
3. observe the student teacher in his/her classroom at least five times if working with a non-clinical cooperating teacher and at least two times if working with a clinical faculty cooperating teacher during the seven-week placement
4. hold a two-way conference with the student teacher following each formal lesson evaluation (this may occur on site or on campus)
5. hold a minimum of two three-way conferences with the student teacher and the cooperating teacher during each seven-week placement
6. give feedback based on weekly reports and observations and make specific recommendations for improvement, especially in such areas as lesson plans, assessment of student learning, differentiation of instruction, classroom management, and development of the student teacher's personal teaching style
7. examine and discuss lesson plans, the Documentation of Student Learning project, and record keeping
8. complete the midterm and final evaluation of each student teacher and assist in bringing satisfactory closure to the total experience
9. collect all student teacher paperwork (clinical faculty and university consultant lesson observation forms, weekly progress reports, weekly hour report forms, and cooperating teacher and university consultant

midterm and final evaluations) and submit to the administrative assistant at the conclusion of each seven-week placement

10. serve as contact person for the student teacher when questions arise related to absences or other irregularities or emergencies
11. complete an evaluation of each cooperating teacher
12. enter data into the EMU portfolio system, as applicable

Assessment of the Student Teacher

The assessment of the student teaching experience should be a continuous process, culminated by a final review at the end. This evaluation needs to be a three-way proposition, including the student teacher, the cooperating teacher, and the university consultant.

It is of paramount importance that the student teacher be helped to reflect on his/her performance realistically. Hopefully, the student teacher will be made to feel, "I like teaching, and I can be successful if I continue growing." The student teacher should be fully aware of the areas of weakness in personal performance so that s/he can continue to work towards eliminating weaknesses and capitalizing on strengths.

Because we believe letter grades at times detract from one's concern for the permanent quality of learning, the education department faculty has adopted the Pass/Fail grading system for student teaching. A "Pass" (P) means that the student teaching performance was satisfactory. "Fail" (F) means that the student cannot be recommended for a teaching certificate. A "Pass" neither adds to nor subtracts from the student teacher's grade point average (GPA).

The written evaluation of the student teaching performance made by the university consultant and the supervising teacher will be included in the EMU student's placement file. This has more value than a traditional letter grade to prospective employers.

Evaluation Forms & Surveys

The following are the forms used to evaluate the performance of the student teachers and the surveys used to evaluate the organization and management of the professional semester. All forms are provided to necessary persons in individual student teaching packets at the beginning of the semester. Most of the forms are also available online: <http://www.emu.edu/education/st-forms/>

Student Teaching Observation Form

- to be completed by the **University Consultant** following each observation of the Student Teacher (five per placement if working with non-clinical faculty, two per placement if working with clinical faculty)

Midterm Evaluation

- one each to be completed by the **Cooperating Teacher** and **University Consultant** midway through the placement

Final Evaluation

- one each to be completed by the **Cooperating Teacher** and **University Consultant** upon completion of the student teaching placement

Evaluation Response from Cooperating Teacher

- survey to be completed by the **Cooperating Teacher** upon completion of the placement

Evaluation of University Consultant

- to be completed by the **Cooperating Teacher** upon completion of placement
- to be completed by the **Student Teacher** following each placement (unless student teacher has the same university consultant for both placements)

Evaluation of Cooperating Teacher

- to be completed by the **Student Teacher** following each placement
- to be completed by the **University Consultant** following each placement

Student Teaching Experience Evaluation

- survey to be completed by the **Student Teacher** following completion of student teaching

Record Keeping & Procedures

The following are the helpful guidelines provided for the student teacher and the forms used for record keeping during the professional semester. All forms are provided in individual student teaching packets given at the beginning of the semester. Most of the forms are also available online: <http://www.emu.edu/education/st-forms/>

Student Teacher Roles form

- outline and guidance form of the various roles the student teacher plays-- observer, teacher's helper, and teacher-in-charge

Daily Lesson Plans form

- outline and guidance for daily lesson planning

Record of Hours

- used by the **student teacher** to record and tabulate clock hours of student teaching

Weekly Progress Report

- reflection of student teaching experience to be completed each week by the **student teacher** and the **cooperating teacher**

Mid-Valley Consortium for Teacher Education

Eastern Mennonite University collaborates with Bridgewater College, Mary Baldwin College, James Madison University, and seven area school divisions to form the Mid-Valley Consortium for Teacher Education. The purpose of the partnership is to capitalize on institutional strengths to promote the best possible student teaching experiences. The Mid-Valley Consortium identifies and prepares a cadre of public school teachers who serve as clinical faculty members to student teachers from the participating teacher education programs. Approximately 50-60 per cent of EMU student teaching placements are with clinical faculty members. Mid-Valley Consortium evaluation forms are used for all student teaching placements.

The clinical faculty role, in large part, combines the roles of the cooperating teacher and the university consultant. For example, the clinical faculty member provides a continuous evaluation of all phases of the student teacher's work, including final evaluations. A minimum of 5 formal lesson evaluations are to be completed throughout a 7-week placement. The university consultant facilitates and affords a supportive role to the clinical faculty member.

The Mid-Valley Consortium for Teacher Education enriches EMU's teacher education program, not only because it shares complementary goals, but because it promotes an active working partnership with area educators who seek excellence in teacher preparation.

The Mid-Valley Consortium for Teacher Education website:
<http://www.jmu.edu/coe/esc/consortium/>

Support Available for First Year Teachers

First-year teachers who teach within a 50 mile radius of EMU are invited by the education faculty to a banquet to reflect on their EMU experience, discuss their first year teaching experience, and ask for assistance if they wish. This banquet is held in the fall of each year and provides another measure of program effectiveness.

Standards for Beginning Teachers

Eastern Mennonite University seeks to prepare "Reflective Teachers for a Changing World." In order to accomplish this mission, professional standards from national learned societies and professional organizations have been consulted. The performance outcomes for EMU's teacher education program reflect "best practices" as promoted by these standards. The following standards are derived from the Interstate Teacher Assessment and Support Consortium (InTASC), which are widely accepted within the teaching profession as exemplary. They should be consulted as a guide for bringing further definition of the goals for student teaching.

InTASC Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents, and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also

contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

InTASC Model Core Teaching Standards: A Resource for State Dialogue
(April 2011)

http://www.ccsso.org/Documents/2011/InTasc_Model_Core_Teaching_Standards_2011.pdf

Virginia Licensure Exam Scores

Examination

Minimum Passing Score

The basic skills assessment required for Virginia licensure can be met in one of the following four ways:

PRAXIS I: <http://www.ets.org/praxis> (Minimum composite score must be met)

PPST or Computerized PPST: Reading.....	178
PPST or Computerized PPST: Writing.....	176
PPST or Computerized PPST: Math.....	178

Composite Score of 532

SAT Qualifying Scores for Praxis I (ALL minimum passing scores listed must be met)

Mathematics and Critical Reading Total	1100
Critical Reading (Verbal prior to 3/2005).....	at least 530
Mathematics	at least 530

If you took the SAT prior to April 1, 1995, please contact the education office for qualifying scores.

ACT Qualifying Scores for Praxis I (ALL minimum passing scores listed must be met)

Composite Score	24
English Plus Reading	46
Mathematics	22

If you took the ACT prior to April 1, 1995, please contact the education office for qualifying scores.

Praxis I Math and VCLA (ALL minimum passing scores listed must be met)

Praxis I PPST or Computerized PPST: Math.....	178
Virginia Communication and Literacy Assessment (VCLA).....	470

Virginia Communication and Literacy Assessment (VCLA)470

[for all licensure areas] <http://www.va.nesinc.com/>

Praxis II: Reading for Virginia Educators (RVE)157

[PreK-3, PreK-6, SPED] <http://www.ets.org/praxis>
(computer based test code - 5306)

(continue on next page)

PRAXIS II: Specialty Area Examinations (Test Codes)

<http://www.ets.org/praxis>

Art: Content Knowledge (0133)	159
Biology: Content Knowledge (0235).....	155
Chemistry: Content Knowledge (0245).....	153
Elem. Education: Content Knowledge [PreK-3 & PreK-6]	143
(Paper based - 0014, computer based - 5014)	
English Language, Lit., & Comp.: Content Knowledge (0041)	172
Health and Physical Education: Content Knowledge (0856)	151
Mathematics: Content Knowledge (0061).....	147
Music: Content Knowledge (0113).....	160
Social Studies: Content Knowledge (0081)	161
Spanish: World Language (computer based - 5195).....	168
Special Education is recommended to take:	
Education of Exceptional Students: Core Content Knowledge (0353)	
++Effective September 1999, Special Education tests will not be required by the state of Virginia, but are still EMU exit requirements.	

There is no Praxis II test required for Computer Science, English as a Second Language, or Theater Arts.

EMU's Praxis institutional score recipient number is - R 5181.

EMU's VCLA score recipient number is - 011.

Tests must be coded with this number for EMU to receive scores.

What is the Licensure Procedure?

As part of the final step in preparation for teaching, you must apply for licensure in the state of Virginia. Initial licensure is issued by the Virginia Department of Education in Richmond.

After you have completed the state approved program for teaching, the Chair of Undergraduate Teacher Education will recommend you for initial licensure. This recommendation certifies that you have completed a state approved program and are qualified by character and temperament for the teaching profession. EMU takes the responsibility of recommending graduates for licensure seriously; therefore, the screening process actually occurs when you apply for admission to the teacher education program during the sophomore year.

Licensure is not automatic, but is acquired only when the student completes the proper application forms. These forms are available in the education department. Since you are graduating from a Virginia Department of Education approved program, you are expected to apply for Virginia licensure. By so doing, you will establish a base for interstate reciprocity for becoming licensed in other states. A transcript from the Registrar's Office must accompany all application forms for a teaching license. Accounts at the Business Office must be paid or arrangements made for payment before transcripts are released from the Registrar's Office.

By receiving Virginia licensure, you will have reciprocity for licensure in many other states; however, you also need to apply for licensure in the state where you plan to teach. Information about teacher licensure in other states is available in Appendix G and at www.emu.edu/education/doeaddress.html. **Please be aware that required tests for licensure vary from state to state. It is possible that you will need to take additional tests and/or courses to qualify for licensure in the state to which you are applying.** Most states, including Virginia, require a fee for licensure, which is the responsibility of the student.

***Note that if you plan to apply for licensure in another state, your Praxis I & II scores may need to be submitted directly to the state department of education as some states do not accept photocopies of the scores. You need to know this information when you register to take the Praxis II: Specialty Area Test. A fee is charged if you send your scores after you have already taken the test.**

Exit Requirements

Each student teacher must meet all exit criteria for successful completion of EMU's teacher education program and to obtain Virginia licensure. These criteria are:

Check List

Senior Fall Semester

- ___ Have enough credit hours to graduate (128 total hours for all students) and complete requirements for academic major.
- ___ Have not exceeded 24 hours of professional education hours within the 128 semester hour requirement for graduation.

Senior Spring Semester

- ___ Maintain at least a 2.7 GPA through the final semester.
- ___ Meet the following exit requirements **before graduation**:
 - * Pass the Virginia State requirements for the Praxis II: Specialty Area Tests as required by individual subject areas, the Virginia Communication and Literacy Assessment (VCLA) and the Praxis II: Reading for Virginia Educators (if required).
 - * Successfully complete student teaching as determined by the supervising teacher in cooperation with the university consultant.
 - * Submit a **Student Teaching Portfolio** including documentation of student learning.
 - * Apply for Virginia state licensure.

**NO LICENSURE APPLICATIONS WILL BE
PROCESSED WITHOUT MEETING THE ABOVE
EXIT REQUIREMENTS**

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State Departments of Education

Specific information on requirements and procedures
for each state may be secured
by using the following contact information:

Alabama	Alaska
State Department of Education Teacher Ed. & Certification Section P.O. Box 302101 Montgomery, AL 36104 (334) 353-8567 www.alsde.edu	Alaska Department of Education Teacher Certification P.O. Box 110500 Juneau, AK 99811-0500 (907) 465-2831 www.eed.state.ak.us
Arizona	Arkansas
Arizona Department of Education Teacher Certification Unit P.O. Box 6490 Phoenix, AZ 85005 (602) 542-4367 (800) 352-4558 www.ade.state.az.us	Department of Education Office of Professional Licensure Four Capitol Mall, Room 107-B Little Rock, AR 72201 (501) 682-4342 www.arkansased.org
California	Colorado
Commission on Teacher Credentialing P.O. Box 944270 Sacramento, CA 94244 (888) 921-2682 www.ctc.ca.gov	Colorado Department of Education Educator Licensing Unit 201 East Colfax Ave, Room 106 Denver, CO 80203-1799 (303) 866-6628 www.cde.state.co.us
Connecticut	Delaware
Connecticut Dept of Education Bureau of Educator Standards & Certification P.O. Box 150471 - Room 243 Hartford, CT 06115 (860) 713-6969 www.state.ct.us/sde/dtl/cert/index.htm	Department of Education Licensure/Certification Office 401 Federal St, Suite #2 Dover, DE 19901 (302) 735-4000 www.doe.state.de.us
District of Columbia	Florida
Office of the State Superintendent of Ed. Educator Licensure & Accreditation 810 First St. NE, 5 th Floor Washington, D.C. 20002 (202) 741-5881 Osse.dc.gov/seo	Florida Department of Education Bureau of Teacher Certification Suite 201, Turlington Building 325 W Gaines Street Tallahassee, FL 32399 (800) 445-6739 www.fldoe.org/edcert

Georgia Georgia Professional Standards Commission Two Peachtree Street, Suite 6000 Atlanta, GA 30303 (800) 869-7775 www.gapsc.com	Hawaii Hawaii Teacher Standards Board 650 Iwilei Road #201 Honolulu, HI 96817 (808) 586-2603 Htsb.org
Idaho Idaho Department of Education P.O. Box 83720 Boise, ID 83720-0027 (208) 332-6881 (800) 432-4601 www.sde.idaho.gov	Illinois Illinois State Board of Ed. & Certification 100 North First Street Springfield, IL 62777 (217) 782-4321 (866) 262-6663 www.isbe.state.il.us
Indiana Indiana Department of Education Office of Educator Licensing & Development 151 West Ohio Street Indianapolis, IN 46204 (317) 232-9010 www.doe.in.gov/educatorlicensing	Iowa Board of Educational Examiners Grimes State Office Building 400 East 14 th Street Des Moines, IA 50319-0146 (515) 281-3245 www.state.ia.us/educate www.boee.iowa.gov
Kansas Kansas State Department of Education Teacher Education & Licensure 120 SE 10th Avenue Topeka, KS 66612-3201 (785) 296-36783201 www.ksde.org	Kentucky Education Professional Standards Board (EPSB) 100 Airport Rd, 3 rd floor Frankfort, KY 40601 (502) 564-4606 (888) 598-7667 www.kyepsb.net/certification
Louisiana Louisiana Department of Education Division of Certification, Leadership & Prep. P.O. Box 94064 Baton Rouge, LA 70804-9064 (877) 453-2721 www.doe.state.la.us oesprd01.doe.louisiana.gov	Maine Maine Department of Education Certification Office 23 State House Station Augusta, ME 04333-0023 (207) 624-6603 www.maine.gov/education
Maryland Maryland State Department of Education Certification Branch 200 West Baltimore Street Baltimore, MD 21201 (410) 767-0412 www.marylandpublicschools.org/MSDE	Massachusetts Massachusetts Department of Ed. Office of Educator Licensure 75 Pleasant Street Malden, MA 02148-5023 (781) 338-6600 www.doe.mass.edu

Michigan	Minnesota
Department of Education P.O. Box 30008 Lansing, MI 48909 (517) 373-3324 www.michigan.gov/mde	Minnesota Department of Education Educator Licensing 1500 Highway 36 West Roseville, MN 55113 (651) 582-8691 www.education.state.mn.us
Mississippi	Missouri
Mississippi Department of Education Office of Educator Licensing P.O. Box 771 Jackson, MS 39205-0771 (601) 359-3483 www.mde.k12.ms.us	Missouri Educator Certification P.O. Box 480 Jefferson City, MO 65102-0480 (573) 751-0051 www.dese.mo.gov
Montana	Nebraska
Office of Public Instruction Attn: Educator Licensure P.O. Box 202501 Helena, MT 59620-2501 (406) 444-3150 (888) 231-9393 ext.3150 www.opi.mt.gov	Department of Education 301 Centennial Mall South P.O. Box 94987 Lincoln, NE 68509-4987 (402) 471-2295 www.nde.state.ne.us/
Nevada	New Hampshire
Department of Education Carson City Main Location 700 E Fifth St Carson City, NV 89701 (775) 687-9200 www.doe.nv.gov	Department of Education Certification/Bureau of Credentialing 101 Pleasant Street Concord, NH 03301-3860 (603) 271-3494 www.ed.state.nh.us/education
New Jersey	New Mexico
New Jersey Department of Education Office of Licensure & Credentials P.O. Box 500 Trenton, NJ 08625-0500 (609) 292-4469 www.nj.us/education	New Mexico Public Ed. Department Professional Licensure Bureau 300 Don Gaspar Santa Fe, NM 87501 (505) 827-5821 www.ped.state.nm.us
New York	North Carolina
New York State Education Department Office of Teaching Initiatives 89 Washington Ave, 5N EB Albany, NY 12234 (518) 474-3901 www.highered.nysed.gov/tcert	Department of Public Instruction Licensure Section 6365 Mail Service Center Raleigh, NC 27699-6365 (919) 807-3310 www.dpi.state.nc.us

North Dakota	Ohio
Department of Public Instruction Division of Teacher Certification 600 E. Blvd Ave, Dept. 201 Bismarck, ND 58505-0440 (701) 328-2260 www.dpi.state.nd.us	Ohio Department of Education Office of Education Licensure 25 S. Front St. Columbus, OH 43215-4183 (614) 466-3593 (877) 644-6338 www.ode.state.oh.us
Oklahoma	Oregon
Oklahoma Department of Education Professional Standards Section Hodge Education Building, Room 212 2500 N. Lincoln Blvd. Oklahoma City, OK 73105-4599 (405) 521-3301 www.sde.state.ok.us	Teacher Standards & Practices Commission of Oregon 465 Commercial Street NE Salem, OR 97301 (503) 378-3586 www.tspc.state.or.us
Pennsylvania	Rhode Island
Pennsylvania Department of Education Bureau of Teacher Prep. & Certification 333 Market Street Harrisburg, PA 17126-0333 (717) 787-8445 www.pde.state.pa.us	Office of Educator Quality & Certification 255 Westminster Street Providence, RI 02903 (401) 222-4600 www.ride.ri.gov
South Carolina	South Dakota
State Department of Education Educator Certification 1429 Senate Street Columbia, SC 29201 (803) 734-8466 (877) 885-5280 www.ed.sc.gov	Division of Education Teacher Education & Certification 700 Governors Drive Pierre, SD 57501-2291 (605) 773-3134 www.doe.sd.gov
Tennessee	Texas
Tennessee Department of Education Office of Teacher Licensing 4th Floor, Andrew Johnson Tower 710 James Robertson Parkway Nashville, TN 37243 (615) 532-4885 www.tennessee.gov/education/lic	Texas Education Agency Educator Certification & Standards 1701 N Congress Avenue Austin, TX 78701 (512) 463-9734 www.tea.state.tx.us

Utah	Vermont
Utah State Office of Education P.O. Box 144200 Salt Lake City, UT 84114 (801) 538-7740 www.usoe.k12.ut.us	Licensing Office, Dept. of Education 1311 US Route 302 Berlin, VT 05602 (802) 828-2445 www.education.vermont.gov
Virginia	Washington
Virginia Department of Education Division of Teacher Ed. & Licensure P.O. Box 2120 Richmond, VA 23218 (804) 225-2022 www.doe.virginia.gov	Education & Professional Certification Old Capitol Building P.O. Box 47200 Olympia, WA 98504-7200 (360) 725-6000 www.k12.wa.us
West Virginia	Wisconsin
WV Department of Education 1900 Kanawha Blvd East Charleston, WV 25305 (304) 558-3660 wvde.state.wv.us	Department of Public Instruction Educator Licensing P.O. Box 7841 Madison, WI 53707-7841 (800) 441-4563 www.dpi.state.wi.gov
Wyoming	
Wyoming Department of Education Hathaway Building, 2 nd Floor 2300 Capitol Avenue Cheyenne, WY 82002-0050 (307) 777-7690 www.k12.wy.us	