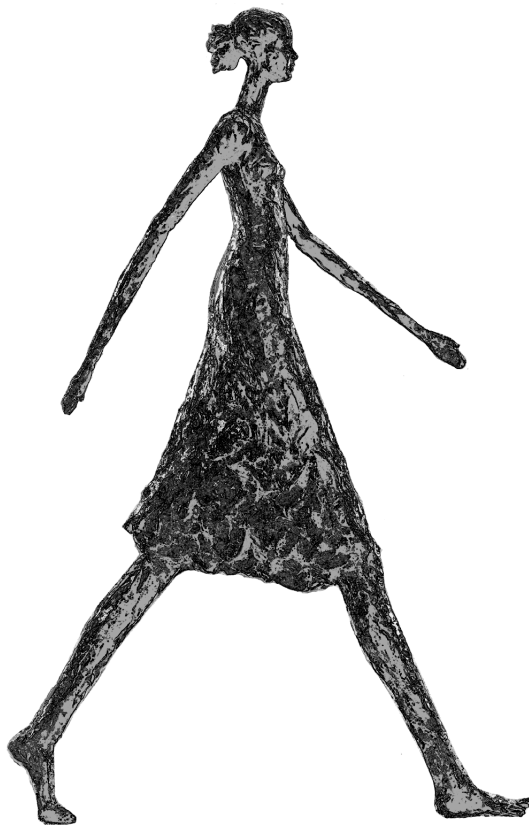


College of
Saint Mary
Student Teaching
Guidelines

<http://education.csm.edu>

Leaders in Education



Development of Mind, Body, Spirit

Service to Others

Pedagogical Studies/Applied Experiences

General Education/Liberal Arts

August, 2009

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Dear Student Teacher,

Welcome to the ranks of teacher candidate! You are about to begin one of the most important experiences of your teacher preparation career. As a student teacher, you will implement the knowledge, skills and dispositions you have studied in your preservice program. Student teaching is a fulltime job that will take most of your energy and might at times be challenging. Be assured that your cooperating teacher, your supervisor and the CSM Teacher Education Faculty will help you.

Your supervisor will be very important to you as the person who will make visits to observe you teaching and serve as a liaison between you, the cooperating teacher and the university. Though the supervisor is required to visit you only five times during the semester, be sure to communicate with her frequently to inform her of your progress between visits. If you want Teacher Education Faculty to write letters of recommendation for you, schedule observation visits with them. Prepare for their visits just as you do for a supervisor visit.

Be prepared for supervisor or faculty visits by:

- Providing a daily schedule of your teaching and activities
- Arranging a specific time and place for the supervisor to meet with your cooperating teacher
- Keep a file of your lesson and unit plans so the supervisor will know what you have taught, what you are teaching and what you will teach in the near future.
- Send an electronic of the lesson plan for the lesson you will be teaching during the scheduled visit.

Carefully read this handbook as soon as you receive it. It contains a lot of information that is essential to your success as a student teacher. Make sure that your cooperating teacher(s) receive a copy and that you review all of your responsibilities together. In the first week you and the cooperating teacher should plan a schedule for your experiences. Your teaching and activities should increase gradually throughout the placement and can include writing reports, communicating with parents, attending faculty meetings and in-services, and facilitating after school programs and activities. The more varied your experiences, the better prepared you will be for your own future classroom.

We hope that your student teaching experiences will provide you with professional and personal growth and satisfaction that is rewarding and enjoyable. You are up to the challenge!

Good luck and best wishes for your success!



MISSION STATEMENT

Committed to the works, values and aspirations of the Sisters of Mercy, College of Saint Mary is a Catholic college dedicated to the education of women in an environment that calls forth potential and fosters leadership.

This mission inspires us to:

- † *Academic excellence, scholarship, and lifelong learning*
- † *Regard for the dignity of each person*
- † *Attention to the development of mind, body, and spirit*
- † *Compassionate service to others*

DISPOSITIONAL BEHAVIORS THAT SUPPORT EFFECTIVE TEACHING

Definition of *Disposition*

Natural mental or emotional outlook or mood; characteristic attitude. Disposition is the natural or prevailing aspect of one's mind as shown in behavior and in relationships with others.

Webster's New Universal Unabridged Dictionary, 1996, p. 568

Teachers have complex relationships with students, parents, colleagues, administrators and the community. The Education Department is obligated to educate teachers who are prepared in every way to meet professional responsibilities to all these groups. Therefore, in addition to the requirements stated for admission to the Teacher Education Program, your performance will be guided by the following criteria.

Dispositional behaviors provide evidence of:

- intrinsic motivation, *initiative* and passion for learning
- *self-regulation in personal and professional interactions and responsibilities*
- healthy helping relationships with children and/or youth
- effort to understand and appreciate various dimensions of human diversity
- creativity and/or divergent thinking
- preparedness as illustrated by organization and planning, goal setting, *time management*, follow-through, and regular as well as punctual attendance
- engagement in and promotion of positive social interaction
- effective *and professional* communication
- *collegiality in classroom interactions, committee work, cooperative groups and field experiences*
- honesty and integrity *in personal and professional communication*
- altruistic desire to recognize and encourage and/or facilitate growth in others
- capacity for reflection and self improvement
- *engagement in professional organizations and conferences*
- professional appearance in field experiences*

Evidence supporting the presence of these dispositions should be found in:

- Recommendations of faculty members;
- Supervisor/instructor evaluations from field experiences;
- A possible interview with the Education Program Director and/or the Education Committee.

*Casual business attire: slacks (**no jeans or low-rise apparel**), skirt (not more than 3 inches above knee), blouse or loose fitting T-shirt with midriff and cleavage covered.

ADMISSION TO STUDENT TEACHING

Students may apply for student teaching experiences after they have met the following criteria:

- Completion of Student Teaching Application form with completion of legal clearance form and evidence of emotional or mental capacity. There is a model application form found on p. 64 of the appendix. However, applications for submission can be obtained from the Education Department website: <http://education.csm.edu>.
- Submitted typed applications that demonstrate professionalism.
- Positive evaluation of student webfolio.
- Confirmation of minimum passing scores on Praxis Series Assessments.
- Successful completion of all professional courses in skills and methodology.
- Completion of 100 hours in preservice teaching and/or observational experiences.
- Minimum grade point average of 2.5
- Academic department approval in teaching fields (7 – 12 or K – 12).
- Recommendation of candidate's advisor and another faculty member on the Teacher Education Committee.
- Proof of liability insurance.

All College of Saint Mary student teachers complete a formal background check within 90 days prior to student teaching.

STUDENT TEACHER GUIDELINES

Calendar and Schedule

Student teachers from College of Saint Mary teach full days, 16-20 weeks, depending on area of endorsement. This is in compliance with Rule 20 of Nebraska law, which requires a minimum of 10 weeks for two fields or 14 weeks for one. Depending on the number of endorsements they are seeking, student teachers complete one or two experiences. They may change schools, grade levels, and content areas or special assignments at the end of 8 or 10 weeks. All student teachers teach in fields or subjects for which they will be endorsed. Students pursuing special education endorsements complete one experience in a special education setting. Students securing early childhood education endorsements are placed in a kindergarten and/or accredited early childhood setting in addition to an elementary setting. Students seeking secondary education endorsements, student teach in a high school and/or a middle/junior high school in their respective fields or subjects. Most MAT/Fast Track students are placed in a single school for 16 or 20 weeks.

Students **follow the calendar and schedule of the placement school** during student teaching experiences. This includes times of arrival and departure, lunch, study hall, and/or playground duties, parent conferences, faculty meetings, in-services and other activities that teachers are expected to attend.

Expected outcomes for student teaching

Student teaching is the culminating experience of preservice professional education. In a carefully planned environment, students demonstrate knowledge, skills, and attitudes developed in the pre-service education program. Student teaching is a time to learn and grow from experiences that will enable the student to transcend from student to teaching professional.

- The primary responsibilities of cooperating teachers are their students. Student teachers need to understand the implications of these obligations.
- Cooperating teachers are in legal control of the class and are legally responsible for the activities and students. Student teachers should not assume authority that has not been assigned by the cooperating teacher.
- All student records are confidential.
- Student teachers need to devote themselves totally to the responsibilities of student teaching without the burdens of excessive additional or outside jobs.
- Few college supervisors, cooperating teachers, or principals will agree on what student teaching experiences should include. All student teaching experiences are not the same.
- Student teaching should be a meaningful experience for everyone. Cooperating teachers and student teachers will grow together.

RESPONSIBILITIES OF STUDENT TEACHERS

Planning

- Prepare adequate lesson plans in advance of teaching. Submit to cooperating teachers, building principals and/or college supervisors as required early enough to permit evaluation, suggestions, and additions and deletions.
- Follow class schedules and daily programs as suggested by cooperating teachers.
- Perform necessary tasks for classroom, such as roll taking, attendance records, preparing bulletin boards, room arrangements, securing equipment, and planning and developing teaching materials.
- Discuss and coordinate decisions of materials, methods, and classroom management with cooperating teachers.

Instruction

- Present curricular content in a comprehensible and organized manner.
- Identify curricular content presented within the school term in each of the curricular areas presented by cooperating teachers.
- Direct learning experiences consistent with stated objectives.
- Present sequential learning experiences following steps that enhance learner involvement.
- Adapt instruction to varied learners.
- Provide productive information to students' questions; present multi-level questions; and encourage varied levels of involvement and thinking.
- Require learners to implement problem solving strategies.
- Provide guided and independent practice.
- Provide closure enabling students to draw conclusions and make connections.
- Consult with cooperating teachers and present acceptable techniques of classroom management that encourage student independence, self-control, and secure and safe environments.

Evaluation

- Use sources of information, school records, and effective observation to become informed on varied aspects of the learners from whom you are responsible.
- Evaluate student development through daily observation, conferences, and other appropriate methods of assessment.
- Employ a variety of evaluative techniques related to instructional objectives and varied observational and assessment procedures unrelated to curriculum.
- Implement effective feedback to inform learners and parents of short term and long term progress.
- Refer all parental requests for pupil data and evaluation to cooperating teachers.
- Identify and use information on all forms, records, and reports available in cooperating schools.

School and Community

- Assume duties related to playground, study hall, lunchroom, and library as assigned by cooperating teachers.
- Utilize library services, physical facilities and other resources available within the school or school system, such as audio-visual materials, technology equipment, professional libraries, and community resources related to student teaching assignments.
- Attend faculty meetings and other professional meetings conducted by cooperating schools or recommended by cooperating teachers.
- Participate in school functions including clubs, plays, dances, parent meetings, and open house programs and actively support community functions. Provide supervision and participation in planning whenever possible.

Personal Development

- Communicate at least weekly with your supervisor and make arrangements for observation visits.
- Observe standards of conduct as determined by professional ethics.
- Observe rules and regulations as determined by cooperating teachers and cooperating schools.
- Meet assignments and attend school activities unless prevented by illness. Follow standards for reporting absences to cooperating teachers and College of Saint Mary supervisors.
- Dress and perform in a manner appropriate for teachers. Models reflected in cooperating school faculty will provide standards.
- Investigate and secure liability insurance. This may be acquired through the Student Education Association (SEAN) at College of Saint Mary.

A request by a school for removal of a student teacher may result in expulsion from the Teacher Education Program and College of Saint Mary.

RESPONSIBILITIES OF COOPERATING TEACHERS

Selection

Cooperating teachers are experienced teachers who are certified and experienced in the areas they are teaching. They have been selected because of their teaching excellence, demonstrated strengths, and willingness to mentor preservice teachers. Cooperating teachers are selected according to the guidelines of the Nebraska Department of Education.

General Responsibilities

- Schedule a conference as early as possible in order to clarify expectations and roles of student teacher in the classroom. Emphasize curricular development and classroom management.
- Inform student teachers of rules and regulations applicable to students and teachers in school.
- Plan progression of involvement with student teachers. Student teachers should move from limited involvement to extensive involvement during their placements. Responsibilities should gradually be increased. This progression should be related to the characteristics and developmental levels that student teachers present.

- Student teachers need nurturing and warm understanding and should feel wanted and accepted by cooperating teachers.

Orientation

- Provide student teachers with information regarding school facilities and rules, regulations, and policies of the school. Provide student teachers with a copy of the school handbook.
- Introduce student teachers to faculty members and other school personnel.
- Provide student teachers with a work space that will be available to them during the duration of student teaching and preferably belonging to them.
- Introduce student teachers to students as teachers and emphasize the role of responsibility and authority students teachers will have.
- Provide student teachers with an overview of the structure of the curriculum, overall schedules, and any special characteristics that will affect their success.

Communication

- Schedule and facilitate conferences with student teachers as early as possible.
- Provide periodic conferencing related to planning, scheduling, and varied relationships, such as students, faculty, parents, resource personnel and responsibilities and progress.
- Clarify time lines and responsibilities related to planning, organizing content and material, and evaluating.

Planning and Programming

- Provide student teachers with opportunities to observe instructional practices that are appropriate to their needs.
- Guide student teachers' initial preparation of lesson plans, selection of materials and implementation of instructional activities.
- Provide student teachers with gradual induction into all facets of classroom instruction and activities. Student teachers should be able to provide instruction in all areas before culminating these experiences.
- Advise student teachers well in advance when responsibilities for instruction are expected.

Modeling

- Demonstrate effective instructional techniques and classroom management strategies.
- Demonstrate professional attitudes in contacts with students and parents and in school and community.
- Provide leadership in understanding of ethics within the teaching profession.

Evaluating

- Evaluating should be an ongoing process by student teachers, cooperating teachers, and college supervisors. (See Classroom Observation.)
- Student teacher performance should be consistently evaluated. Make suggestions and provide concrete feedback throughout the placement.
- Remain in the classroom as necessary to evaluate and ensure adequate supervision of student teachers.

- Provide evaluative conferences when cooperating teachers and student teachers are free from classroom responsibilities.
- **Complete written evaluations with student teachers** and provide college supervisor with written assessments. (See Student Teaching Mid-term, and Final Evaluations at end of this guide.)
- Inform college supervisors immediately of any serious problems or potential problems.
- Provide structure that will enable student teachers to self evaluate, develop their own characteristics, and monitor their own progress.

RESPONSIBILITIES OF PRINCIPAL AND ADMINISTRATION of COOPERATING SCHOOL DISTRICT

- Sign agreement for student teachers and assist in the selection of cooperating teachers. (See Student Teaching Agreement on next page.)
- Invite student teachers to faculty meetings and school functions.
- Provide appropriate experiences for cooperating teachers and administrators through conferences, courses, and specifically planned activities.
- Assist in the orientation of student teachers to personnel, services, and facilities.
- Create positive environments related to placement and monitoring of student teachers.

RESPONSIBILITIES OF COLLEGE AND COLLEGE SUPERVISORS

Organization

- Provide a liaison between the college and coordinating schools.
- Provide coordinating schools with appropriate data on student teachers.
- Coordinate information regarding expectations for schools and with cooperating teachers through conferences, visitations, and materials such as the student teacher handbook.
- Designate credit and grading procedures for student teachers.
- Provide weekly student teaching seminars

Supervision

- Provide consultation to student teachers regarding all facets of student teaching.
- Make regular visitations to coordinating schools to observe student teachers.
- Provide conferences with student teachers as soon as possible related to the school visitation
- Coordinate written evaluations of student teachers
- Assist in reassignments of student teachers if necessary
- Practice professional ethics in relationships with coordinating schools

SUGGESTED STUDENT TEACHING SCHEDULE

Two 8-week Placements
(Two 10-week Placements)

Single 16-week Placement use Final Evaluation Dates

Week	Expectations
1	Learn student names Become familiar with classroom procedures and management plans Work with individual students Invite Supervisor for introductory visit Using CT's plans teach small group Discuss long range plans with CT (curriculum)
2	Plan lessons for one subject with CT's assistance Teach subject and reflect on each lesson Assist CT with all teaching Take over travel at least once a day (lunch, specials, recess, etc.)
3	Plan lessons for last week's subject yourself and submit to CT for approval and advice. Teach subject and reflect on lessons. Plan lessons for additional subject with CT's assistance. Teach subject and reflect on lessons. Assist CT with all other teaching. Take on additional transition/travel responsibilities
4	Take responsibility for planning and teaching two subjects other than and/or in addition to those previously taught This is a good time to step back and observe the CT teaching subjects you have taught. Observation is very meaningful now that you have taught. Midterm evaluation report due 4th or 8th week (5th or 10th week)
5	Take full responsibility for at least 50 percent of the school day. Reflect and adjust your teaching.
6	Take full responsibility for either entire morning or afternoon. Reflect and adjust your teaching.
7	Take full responsibility for classroom. Reflect and adjust your teaching.
8	Continue with full responsibility for classroom. Return to observing and assisting CT Reflect and adjust your teaching. Final evaluation report due last week Final evaluation conference.
(9)	Continue with full responsibility for classroom. Reflect and adjust your teaching.
(10)	Finish full responsibility for the classroom. Return to observing and assisting CT. Final evaluation conference.

CT may revise this schedule in any way that s/he determines best for meeting the needs of the classroom and the student teacher.

Schedule at least two observations in other classrooms during each period.



College of Saint Mary

Student Teacher Observation

Name: _____

Date: _____

Lesson: _____

Plan _____

Teaching Strategies Observed:

Instructional Skills:

Management Skills:

Communication Skills:

Strengths

Questions/Suggestions

Comments:

Observer Signature

Student Signature

Title 92 – Nebraska Department of Education Chapter 20 – Approval of Teacher Education Programs

005.11 Student Teaching. Each institution shall have a student teaching program which meets the following requirements:

005.11A The institution shall have a clear statement of policies and procedures relating to student teaching which shall be provided in written form, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the student teaching program.

005.11B All student teaching shall be conducted in Nebraska schools that are approved or accredited by the Department or out-of-state schools approved by another state education agency or in similarly constituted English-speaking schools in another nation. Non-public schools, in states or nations where a state or national approval/accreditation process exists, which do not meet that standard, do not fit this definition.

005.11C The institution shall negotiate written agreements delineating the roles and responsibilities of student teachers, college supervisors, and the cooperating school and teachers.

005.11D The institution shall require student teaching experience full-day for one semester (at least 14 weeks) or a minimum of ten weeks full-day for each of two field endorsements.

005.11E The institution shall ensure that a minimum of five onsite visits by college supervisory staff shall be conducted during the student teaching.

005.11F Cooperating teachers employed by K-12 schools and other field based supervisors shall have a minimum of three years experience in the areas they are supervising and hold either a teaching or administrative certificate for the areas/levels they are teaching or supervising.

PROFESSIONAL ETHICS FOR STUDENT TEACHERS

Student teachers should be proud to be entering the teaching profession and will want to act appropriately, embracing and accepting the responsibility to adhere to the highest ethical standard. Adherence to the following ***Standards of Conduct and Ethics for Holders of Public School Certificates***, published by the **State of Nebraska Department of Education** is a basic requirement for all student teachers.

PRINCIPLE I

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity. In fulfillment of the educator's contractual and professional responsibilities, the educator:

- Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
- Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
- Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- Shall not sexually harass students, parents or school patrons, employees, or board members.
- Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.*
- Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- Shall report to the Commissioner any known violation of the standards designated by an asterisk (*).
- Shall seek no reprisal against any individual who has reported a violation of these standards.

PRINCIPLE II

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

- Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
- Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
- Shall not tutor for remuneration students assigned to his or her classes unless approved by the local board of education.
- Shall not discipline students using corporal punishment.

PRINCIPLE III

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of and confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession. In fulfillment of the obligation to the public, the educator:

- Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- Shall neither offer nor accept gifts or favors that will impair professional judgment.
- Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.*
- Shall, with reasonable diligence, attend to the duties of his or her professional position.

PRINCIPLE IV

In the belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to the profession, the educator:

Shall provide, upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

Shall not misrepresent his or her professional qualifications, nor those of colleagues.*

Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

Shall, in the continuance of professional service, maintain a valid teaching certificate in accordance with the laws of the State of Nebraska.

PRINCIPLE V

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to professional employment practices, the educator:

- Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.

- Shall give prompt notice to the employer of any change in availability of service.
- Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- Shall not assign to unqualified personnel, tasks for which an educator is responsible.
- Shall permit no commercial or personal exploitation of his or her professional position.
- Shall use time on duty and leave time for the purpose for which intended.
- Shall adhere fully to the terms of a contract or appointment.

STANDARDS OF COMPETENCY

Administrative and Supervisory Requirements: Educators must possess the abilities and skills necessary to accomplish the designated task. Each educator shall:

- Keep records for which he or she is responsible in accordance with law and policies of the school system,
- Supervise others in accordance with law and policies of the school system,
- Recognize the role and function of community agencies and groups as they relate to the school and to his or her position, including but not limited to health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.
- Each teacher and special services counselor shall:
- Utilize available instructional materials and equipment necessary to accomplish the designated task,
- Adhere to and enforce written and dated administrative policy of the school which has been communicated to the teacher or special services counselor,
- Use channels of communication when interacting with administrators, community agencies, and groups, in accordance with school policy.

Each administrator shall:

- Use available instructional personnel, materials and equipment necessary to accomplish the designated task,
- Adhere to and enforce school law, state board regulation, and written and dated school board policy which has been communicated to the administrator,
- Use channels of communication when interacting with teachers, community agencies and groups in accordance with school policy.
- Analysis of Individual Needs and Individual Potential: The educator shall utilize or promote the utilization of diagnostic techniques to analyze the needs and the potential of individuals. These may include but need not necessarily be limited to:
 - Personal observation,
 - Analysis of individual performance and achievement,
 - Specific performance testing.

Instructional Procedures: Each educator shall seek accomplishment of the designated task through selection and utilization of appropriate instructional procedures.

Each educator shall:

- Create an atmosphere which fosters interest and enthusiasm for learning and teaching,
- Use procedures appropriate to accomplish the designated task,
- Encourage expressions of ideas, opinions and feelings.
- Each teacher shall:
- Create interest through the use of materials and techniques appropriate to the varying abilities and background of students,
- Consider individual student interests and abilities when planning and implementing instruction.

Each administrator shall:

- Support the creation of interest by providing the materials, equipment and encouragement necessary for the teacher to accomplish the designated task,
- Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.
- Communication Skills: In communicating with students and other educators, each educator, within the limits prescribed by his or her assignment and role, shall:
- Utilize information and materials that are relevant to the designated task;
- Use language and terminology which are relevant to the designated task;
- Use language which reflects an understanding of the ability of the individual or group;
- Assure that the designated task is understood;
- Use feedback techniques which are relevant to the designated task;
- Consider the entire context of the statements of others when making judgments about what others have said; and,
- Encourage each individual to state his ideas clearly.

Management techniques: The educator shall:

- Resolve discipline problems in accordance with law, school board policy, and administrative regulations and policies;
- Maintain consistency in the application of policy and practice;
- Use management techniques which are appropriate to the particular setting such as group work, seat work, lecture, discussion, individual projects and others; and,
- Develop and maintain positive standards of conduct.
- Competence in Specialization: Each educator shall:
- Possess knowledge, within his or her area of specialization, consistent with his or her record of professional preparation;
- Be aware of current developments in his or her field; and,
- Possess knowledge of resources which may be utilized in improving instruction in his or her area of specialization.

Evaluation of Learning and Goal Achievement: An educator shall accept responsibility commensurate with delegated authority to evaluate learning and goals achievement. Each educator shall:

- Utilize several types of evaluation techniques;
- Provide frequent and prompt feedback concerning the success of learning and goal achievement efforts;
- Analyze and interpret effectively the results of evaluation for judging instruction, the achievement of stated goals, or the need for further diagnosis;

- Utilize the results of evaluation for planning, counseling and program modification; and,
- Explain methods and procedures of evaluation to those concerned.
- Human and Interpersonal Relationships: Educators shall possess effective human and interpersonal relations skills. Each educator shall:
- Allow others who hold and express differing opinions or ideas to freely express such ideas;
- Not knowingly misinterpret the statement of others;
- Not show disrespect for or lack of acceptance of others;
- Provide leadership and direction for others by appropriate example;
- Offer constructive criticism when necessary;
- Comply with reasonable request and orders given by and with proper authority;
- Not assign unreasonable tasks; and,
- Demonstrate self-confidence and self-sufficiency in exercising authority.

Personal Requirements: In assessing the mental or physical health of educators, no decision adverse to the educator shall be made except on the advice or testimony of personnel competent to make such judgment by reason of training, licensure and experience. However, certain behaviors are held to be probable cause to examine, and each educator within the scope of delegated authority shall:

- Be able to engage in physical activity appropriate to the designated task except for temporary disability;
- Be able to communicate so effectively as to accomplish the designated task;
- Appropriately control his or her emotions; and,
- Possess and demonstrate sufficient intellectual ability to perform designated tasks.

STUDENT TEACHING AGREEMENT

An agreement between College of Saint Mary and _____
Schools with regard to placement, supervision and evaluation of student teachers

Student Teaching Requirements:

Endorsement Levels	Requirements
Pre K-3 Elementary K-6 Middle School 4-9	16-20 weeks of full day student teaching. (Students divide the time between a Pre K-primary and a middle level placement level.)
Special Education (Pre K-3, K-9 and/or 7-12)	10 weeks of full day student teaching with experience at the K-9 and/or 7-12 grade levels.
Secondary 7-12	16-20 weeks of full day student teaching with 10 weeks in each field for which endorsement is desired.
K-12 Art	16 weeks of full day student teaching with some experiences at both the elementary and secondary levels. (This may be half-day at each level for 20 weeks or 10 weeks of full-day at each level.

College of Saint Mary agrees:

That the student will be placed in student teaching assignments only after meeting the following requirements:

1. Overall grade point average of 2.5
2. Grade point average of 2.75 in teaching fields
3. Academic department approval for undergraduate students in teaching fields (7-12 or K-9)
4. Teacher Education Department Approval
5. Completion of at least 100 hours in preservice teaching or observational experiences
6. Insured for liabilities through Student Education Association or comparable liability
7. Oriented to policies and procedures of College of Saint Mary student teaching program.

College of Saint Mary responsibilities for supervision of student teachers:

1. College supervisors will observe student teachers at least 5 times during the student teaching term. If a student teacher is performing unsatisfactorily, the college supervisor will make more frequent visits until problems are resolved or the student teacher has been reassigned or removed.
2. College supervisors will provide regular communication with cooperating teachers.
3. College supervisors will coordinate student teacher evaluation with cooperating teacher.
4. College supervisors are responsible for assigning student teacher grades.

Cooperating School District agrees that Cooperating Teachers:

1. Hold a valid teaching certificate in current teaching positions.
2. Have a minimum of at least three years of successful teaching experiences.
3. Have at least one year of experience in present position.
4. Are considered effective mentors for student teachers by building principals and college supervisors.

This agreement was signed on _____, 20____

Signed College Representative
Meryellen Towey Schulz, Ph.D.
Department of Teacher Education
College of Saint Mary
1901 S. 72nd Street
Omaha, NE 68124

Signed Cooperating School Representative
Title: _____
School System: _____
City, State: _____

COOPERATING TEACHER INFORMATION

Name: _____

Phone: _____ email _____

School(s) _____

District _____

Certification Area(s)/Grade Levels

I, _____
NAME

	YES	NO
A. Possess a continuing contract	_____	_____
B. Possess a professional teaching certificate in the area in which I am supervising a student teacher	_____	_____
C. Have a minimum of three years experiences as a certified teachers.	_____	_____

SIGNATURE

DATE

Please return to Paula Lenz

