



School of Education

**Student Teaching Handbook  
2020 - 2021**

**For use by:**

Student Teachers

Mentor Teachers

University Supervisors

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## Foreward

The information contained in this handbook is designed to assist the Heidelberg University student teacher, the mentor teacher, and the university supervisor in understanding the role each plays in this final field experience in the Educator Preparation Program. This handbook is designed to be used as a reference guide as the experience progresses.

The student teaching experience is a challenging and exciting time. The Heidelberg University School of Education faculty and staff are proud to be a part of preparing highly qualified and competent educators who will enter into a career in education confident and motivated to play a vital role in the lives of the children they teach.

Heidelberg University's School of Education offers our sincere appreciation of the commitment from the mentor teachers and supervisors as they support and encourage the students teachers during this experience. You all play an important part in this final phase in the preparation of our future educators!

### **Heidelberg University School of Education contact information:**

Dr. Dawn Noftz Henry, Director School of Education and Educator Preparation Program  
[dhenry1@heidelberg.edu](mailto:dhenry1@heidelberg.edu) (419) 448-2128

Mrs. Lynne Cartwright, Director of Field Placements  
[lcartwri@heidelberg.edu](mailto:lcartwri@heidelberg.edu) (419) 448-2089 cell: (419) 937-7024

Mrs. Sherri Bowerman, Administrative Assistant  
[sbowerma@heidelberg.edu](mailto:sbowerma@heidelberg.edu) (419) 448-2125

### **Heidelberg University Student Teacher Supervisors:**

Dr. Greg Ramsdell  
Mrs. Lynne Cartwright  
Mr. Terry Phillips  
Mrs. Joann Stiffler

## **Student Teaching Experience Information**

The senior student teaching experience is the capstone of the Educator Preparation Program. Student teachers are emerging professionals. While student teachers are partners with in-service teachers who agree to mentor them in schools and classrooms, the mentor teacher is the advisor and guide during this valuable experience. In every way, student teachers are expected to display mature and professional behavior in the experience that begins their professional career. Student teachers bridge the collaboration between Heidelberg University and the public/parochial schools. Being a student teacher is a full time job. It includes being responsible for the entire class load plus out-of-class responsibilities. Therefore, student teachers are held to the highest standards of code of conduct in the field of education.

- 1.** The university supervisor will schedule a short, informal orientation with the mentor teacher(s) near the beginning of the semester. This time will be determined by the mentor teacher.
- 2.** During the first three weeks of the semester (Pre-field), student teachers will attend HU classes on M/W/F and be in the field classroom on T/Th . Beginning on week four, student teachers will be present in the field classroom full-time M-F and attend seminar on Tuesdays at 4:00 pm.
- 3.** Student teachers will follow their building's calendar for holidays, professional days, parent conference, etc. Unless otherwise instructed, plan to arrive 15-30 minutes before school begins.
- 4.** Lesson plans are due to the university supervisor by midnight on Sundays as well as shared with the mentor teachers prior to teaching them.
- 5.** A three-way conference will be held with the student teacher, mentor teacher and university supervisor at midterm. Prior to this conference, all parties will have filled out the Candidate Pre-service Assessment of Student Teaching (CPAST) in preparation for discussion of the experience thus far.
- 6.** All student teachers will be completing the edTPA teacher performance assessment during the first half of the student teaching experience. Dr. Dawn Henry will be overseeing and instructing the edTPA material.
- 7.** Induction into full-time teaching should be gradual and geared to each individual student teacher. Team teaching or co-teaching with the mentor teacher is highly encouraged.
- 8.** The School of Education reserves the right to remove any student teacher whose performance is deemed unsatisfactory. A removal from the field experience will result in failure and loss of credit for the course.

## **Expectations of Heidelberg University Student Teachers**

1. The student teacher is an emerging professional. While student teachers are partners with the cooperating professional teachers who agree to mentor them in schools and classrooms, the cooperating teacher is the advisor and guide during this valuable experience. In every way, student teachers are expected to display mature and professional behavior in the experience that begins their professional career. Student teachers bridge the distance between Heidelberg University and the public/parochial schools. They are active learners in a profession in which inquiry and reflection represent the norm.
2. Being a student teacher is a full time job. It includes being responsible for the entire class load plus out-of-class responsibilities. Attendance, punctuality, and preparation are crucial components of this responsibility.
3. Student teachers should take part in out-of-class activities such as parent/teacher conferences, PTA/PTO, faculty and professional meetings, and routine teaching tasks. Student teachers must place their responsibilities and activities in a primary position. Future careers in education hinge on performance during the student teaching semester.
4. Student teachers are expected to establish and maintain a friendly but professional relationship with students. They should not associate with students outside of school, except at a school or teacher-sponsored function.
5. Student teachers are guests in the assigned schools; they are expected to support all school policies and personnel. All school rules and regulations (e.g., daily arrival and departure times for teachers) as well as the school calendar are to be followed.
6. Student teachers should dress, talk, and act in a professional manner.
7. Student teachers should exemplify professionalism when dealing with confidential information.
8. Student teachers should assume responsibility for the quality of their experience, seek out involvement possibilities, and ask for new responsibilities as soon as they feel they are able to master them.

## Expectations of Mentor Teachers

1. Model good teaching, classroom management, planning, and professionalism.
2. Share appropriate and applicable materials and ideas with the student teacher.
3. Encourage the student teacher to become actively involved with students as soon as possible. Assist student teacher in utilizing a variety of instructional strategies and assessment techniques.
4. Identify diverse learners in the classroom and assist student teacher in meeting the needs of those students.
5. Instruct student teacher on building procedures such as the following:
  - a. Fire drills, Tornado drills, Intruder/ALICE drills
  - b. Attendance policies
  - c. Discipline policies
  - d. Grading policy (Progress Book or other software), district/building grading scale
  - e. Building guidelines for monitoring study halls, lunchroom duty, hall duty, etc.
  - f. Other important information you deem necessary
6. After each lesson taught, reflect on its effectiveness with student teacher. This should be done as often as schedules allow.
7. Check student teacher's lesson plans weekly to assure completeness as prescribed by the Heidelberg lesson plan format and that the student teacher is following state/local standards for the subject being taught.
8. Forms for mentor teachers to complete:
  - a. **TWO Teacher Candidate Observation Forms**. Choose specific lessons near midterm and end of semester as formal observations. Share copies or email each observation form with student teacher and university supervisor. If necessary, mentors may use this form for additional observations.
  - b. **ONE CPAST** form that is used in preparation for three-way conference with student teacher and university supervisor at midterm and end of semester.
  - c. **ONE License-Specific Form** near the end of the semester. Send to university supervisor via email.
9. Contact the university supervisor or Director of Field Placements as soon as possible if questions or issues arise that need to be addressed.

## Expectations of University Supervisors

1. Attend the supervisor meeting and meet student teachers during the first week of the semester.
2. Schedule a joint orientation meeting with mentor teachers and student teachers.
3. Complete **THREE** formal observations using the *Teacher Candidate Observation Form*
4. Schedule and lead three-way conferences using the *CPAST* at midterm and end of semester. Submit the *CPAST* consensus forms to the Director of Field Placements.
5. Provide a letter of recommendation to the student teacher.
6. Turn in to Director of Field Placements:
  - a. **THREE** *Teacher Candidate Observation Form* (completed supervisor)
  - b. **TWO** *Teacher Candidate Observation Form* (completed by mentor teacher)
  - c. **ONE** *License-Specific Form* (completed by mentor teacher)
  - d. **TWO** *CPAST* consensus forms (one at midpoint and one at end of semester)
  - e. Letter of recommendation (for student teacher file)
7. Contact Director of Field Placements or Director of School of Education as soon as possible if questions or issues arise that need to be addressed.

## Student Teaching Calendar

Spring 2021

First day of Classes Last Day of Classes	Tuesday, January 19th Tuesday, May 4th
ST Class Dates (Monday, Wednesday, Friday)	1/20, 1/22, 1/25, 1/29, 2/1, 2/3, 2/5, 2/8
ST Pre-Field Dates (Tuesday and Thursday)	1/21, 1/26, 1/28, 2/2, 2/4 (For those in ISP, spend some time with that teacher)
ST Full Field	February 9 to May 4 ISP will switch March 22
Holidays	4/4 Easter 4/13 Student Research Day
HYPE Days	Wednesday, 1/27 Tuesday, 2/23 Thursday, 3/25
SR. Grades Due	Wednesday, May 12 <sup>th</sup> 10:00 AM
All Other Grades Due	Tuesday, May 19 <sup>th</sup> 10:00 AM
ST edTPA Upload	Submit March 23 Results on April 15
Spring Break	Determined by school district No spring break for Heidelberg