Middle Childhood Education Student Teaching Expectations
Spring 2021 (16 weeks)
Tuesday, January 19 – Friday, May 14

We greatly appreciate your assistance by participating as a Mentor for a Middle Childhood Education (MCED) student teacher this semester.

Student teaching is considered the culminating experience in the student’s teacher education program. MCED student teachers are expected to observe a variety of teachers, apply educational theory, demonstrate their disposition for teaching and practice the knowledge and skills deemed essential for effective, professional practice within a supportive learning environment for all young adolescents.

Student teachers take one 3-credit course (Inquiry into Professional Practice) while student teaching. I am the instructor for the course, Dr. Sonya E. Irving. The class meets online synchronously once a week on Tuesdays at 3:30 pm. Occasionally we may need to meet on a different day and/or an earlier time. I will not do this unless it is unavoidable. I ask for your flexibility if this occurs. Please do not hesitate to reach out if you have any questions or concerns related to the course (sirving@kent.edu).

University Supervisor Responsibilities

Student teachers will be assigned to a University Supervisor who will visit the classroom periodically to observe and debrief with the student teacher. The University Supervisor will likely seek input from the Mentor on how the student teacher is progressing.

There are two formal evaluations of student teaching – one near the end of week 8 (midterm) and one at the end of the semester (final). Shortly before each evaluation, the Mentor will complete the Student Teaching Evaluation form. (A copy of the form is included in this packet.) The Mentor, University Supervisor, and student teacher will schedule a time to meet to discuss the student teacher’s strengths and areas for improvement using the form. If the student teacher has a Professional Development Plan, they will also discuss progress on the Plan’s goals.

The University Supervisor will reach out shortly before or after the semester begins to arrange a meeting and discuss expectations in more detail.

Student Teacher Responsibilities

Student teachers who are not comfortable teaching face-to-face due to the COVID-19 pandemic were instructed to inform Kent State’s Clinical Experience Office beforehand. Student teachers are advised to work collaboratively with their Mentor and District administration to make arrangements to participate in any virtual/online experiences with students.
Any student teacher who does not have permission from the local District Administration and an arrangement facilitated by Kent State’s Clinical Experience Office to teach remotely will be held to the same expectations as their mentor regarding whether they teach face to face or online. That is, if the mentor is in the building, then the student teacher is in the building. If the mentor will be teaching remotely from another location, then the student teacher will do the same.

Student teachers are expected to transition into the lead teaching position during the first week of student teaching. While there is no single model for the transition, the process might involve the student teacher observing during the beginning of the week while serving in a supporting role, assisting students. The middle of the week could involve co-teaching alongside the Mentor. On Friday, the Mentor could serve in a supporting role while the student teacher is the primary teacher. If the Mentor teaches multiple sections, this transition might take place more slowly over the course of two weeks; however, it is important that the student teacher assumes primary responsibility for the classroom and student learning for the majority of their clinical experience. Student teachers are expected to be actively engaged with students throughout the entire day, every day, from day one.

Student teachers are expected to respond in a positive, open-minded manner to suggestions from their Mentors.

Student teachers are expected to write complete lesson plans each week. They will defer to the Mentor’s preferences for the template / format that they use.

With the Mentor’s approval, student teachers are expected to participate in all meetings and activities that are expected of the Mentor (professional development, parent/teacher conferences, team planning meetings, grade level meetings, IEP meetings, etc.)

Student teachers should not be on their phones during the school day unless it is relevant for instructional purposes. They should not be on social media.

Because MCED student teachers have two areas of concentration, they may be assigned to one or two Mentors, depending on the subject(s) taught by the Mentor(s). Student teachers are expected to teach one content area at a time. For example, a student teacher with concentrations in mathematics and science might teach math for the first 8 weeks of student teaching and science for the second 8 weeks. The order in which the subjects are taught will be decided by the Mentors in consultation with the student teacher.

Student teachers are expected to follow the calendar at their assigned school (rather than taking days off according to the University calendar). For example, if Kent State’s Thanksgiving break from Monday – Friday and the placement school’s Thanksgiving break is Wednesday – Friday, then the student teacher is expected to continue teaching on the Monday and Tuesday of Thanksgiving week.

Student teachers are expected to maintain the same arrival and departure hours as other teachers at the assigned school.

MCED student teachers are allowed two absences from their placement school, including professional interviews and illness. If a student teacher is going to be late or absent from school, they must contact the Mentor as soon as possible. They will also contact the University Supervisor.
Mentor Teacher Responsibilities

We would like for this to be a mutually beneficial experience, so please discuss your goals for your classroom with the student teacher and University Supervisor. Let them know what they can do to support you in progressing towards your goals for the classroom.

Please provide constructive feedback to the student teacher regularly throughout the semester. Let them know what they are doing well and what they can do to improve. Consider using the Student Teaching Evaluation form and/or one of the observation forms included in this packet to frame your conversations.

Please share professional resources with the student teacher. They are still in the nascent stages of developing their own professional toolkits. The student teacher should have primary responsibility for planning, but we ask that you assist and provide feedback as they develop their expertise in this area.

Model open, professional communication with the student teacher. Make introductions, ask thought provoking questions, seek insights, share your reflections of your own professional growth over the years, and facilitate growth as a role model.

When appropriate, allow the student teacher to visit other classrooms to see different examples of instructional strategies and classroom management.

Teacher Performance Assessment (edTPA)

Student teachers must complete the Teacher Performance Assessment (edTPA) during the first 9 weeks of the semester. It involves the development of a portfolio that includes planning, instruction, and assessment of a learning segment along with data analysis, reflection, and extensive written commentary. The edTPA will take an extraordinary amount of their time.

Please allow them to teach their edTPA learning segment (3 to 5 lessons OR 3 to 5 hours, depending on your school’s structure) in early February. The lessons must be consecutive, and edTPA lesson plans have specific requirements (included). The student teacher will share these and other requirements with you. Included in this packet is a handout explaining what you can expect and how you might support the student teacher. **Student teachers must successfully complete the edTPA in order to be eligible for graduation.** MCED student teachers’ edTPA portfolios are due on Sunday, March 21, 2021.

Again, thank you for your assistance in the professional development of our student teachers. Please address any concerns regarding the student teacher with the University Supervisor as soon as possible. Any concerns related to edTPA can be brought to me (serving@kent.edu).

Sincerely,

Sonya E. Irving, PhD
Associate Professor
Middle Childhood Education