Collaboration in Teacher Education

A Guide for PK-12 Student Teachers, Cooperating Teachers and University Supervisors

[Revised August 2019 ]
Roles and Responsibilities

Statement of Philosophy
The clinical experience should represent a pivotal point in students’ preparations to becoming teachers. It is the time when theory and practice meet and when student teachers discover whether they can or even want to teach. Traditional field experience supervision models are comprised of a triad consisting of the student teacher, cooperating teacher, and university supervisor (see below). Each make contributions categorized by specific features relevant to the field experience such as focus, priorities, special expertise, scope, professional concerns, and qualifications. In terms of focus, the university supervisor is primarily concerned with student teachers and how they are fulfilling the college program’s expectations. The cooperating teacher’s focus is on how the student teachers are functioning in the classroom. However, the emerging trend is a movement toward mutual responsibility, including faculty and administrators from the teacher education unit and members from the local school (Burrett & Slick, 1995). Accordingly, an additional area of focus should come from the building principal who would be concerned with how the student teachers become knowledgeable and function within the larger context of teaching from a school, community, and global perspective.

A new model of collaboration in teacher preparation that includes the building principal is provided in the following chart listing specific roles and responsibilities of the student teacher, the cooperating teacher, and university supervisor.

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>University Supervisor</th>
<th>Cooperating Teacher</th>
<th>Principal</th>
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<tr>
<td>Building knowledge of students and teaching, constructing personal identity as a teacher, and developing standard procedural routines for class management and effective instruction.</td>
<td>Ensuring teacher preparation program philosophy is met while creating balance and support for the student teacher, cooperating teacher, and building principal.</td>
<td>Supporting authentic practices through a variety of rich opportunities for the student teacher to build a context for understanding and facilitating the complex relationship between teaching and learning.</td>
<td>Providing the connection between teacher preparation coursework and the educational context that includes how classroom practices interact with district/school mission and goals, the conditions and dynamics of a diverse community, and the global issues and forces affecting teaching and learning.</td>
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(Varrati, LaVine, & Turner, 2007)

Student Teaching Triad
The relationship between the university supervisor, the cooperating teacher, and the student teacher is an important one. Therefore, it is expected that communication occurs frequently as a team. The student teacher should be informed of his/her progress (strengths as well as weaknesses) on a regular basis. All evaluation forms should be discussed with the student teacher during conferences.

Because the university supervisor and the cooperating teacher view the student teaching experience from unique and different perspectives, each perspective should be thoroughly represented. Therefore, the university supervisor and the cooperating teacher will independently complete a paper copy of the unofficial Student Teaching Assessment at midterm and end of the placement and present to the student teacher during a
conference. The supervisor will then enter both assessments online. Once the form is completed, an automatic email will be sent to the student teacher containing a link with the completed assessment for electronic signature. Once signed by the student teacher, the assessment is official and can be downloaded for printing.

**Teacher Performance Assessment (edTPA)** **Go to [www.edtpa.com](http://www.edtpa.com) for more details.**

All student teachers will also complete the Teacher Performance Assessment by the deadline set by the Teacher Education Coordinator or your program (whichever is earlier). The general deadline will be the Friday of the 10th week of the semester. However, please check with your program if they require it to be submitted earlier. The Teacher Performance Assessment (edTPA) is a subject area specific, performance-based assessment for preservice teacher candidates, focused on student learning. Developed at Stanford University and administered by Pearson, this portfolio process will evaluate a teacher candidate’s ability to create and assess an effective lesson sequence, teach all students, and reflect on the teaching process. Each teacher candidate will develop a portfolio of artifacts, including lesson plans, video clips of instruction, student work samples, teacher assignments, analyses of student learning and reflective commentaries. Specifics necessary for each portfolio are clearly designated in edTPA handbooks. Materials, including all handbooks and templates for each portion, guides on making good choices and others items to support your completion of your edTPA portfolio, will be available online for all student teachers via Blackboard (see the edTPA Student Teaching page) and all can also access materials via the student site of [www.edtpa.com](http://www.edtpa.com). In the early weeks of the student teaching semester, the teacher candidate will distribute a letter to inform students and parents of the edTPA process, including the video clips necessary for the portfolio (see the sample Permission Letter on page 59). A consent form will be collected by the teacher candidate to obtain parent/student permission to participate in the edTPA process (see sample Permission Form on page 60). The final deadline for all program submission in the end of the 10th week, however, if a program has an earlier due date specified by the Inquiry Seminar instructor, the earlier date is the due date for that program.

Beginning in the Fall 2016, all edTPA portfolios were sent for national scoring. To pay for this and other supports for the process, a fee of $100 is assessed for undergraduates to your student account each semester during your junior and senior years, with the maximum charge capped at $400. Graduate students are assessed the fee beginning in the first term until the cap is met.

Completion of the edTPA is one of the requirements for passing student teaching. **There is no ‘cut score’ for passing in general, the only requirement is completion.** The College of EHHS defines ‘completion’ as submission with no condition/error codes, with the opportunity to remediate. However, some programs may use scores in course grading, so students should check their inquiry syllabus to be sure.
Student Teaching (Clinical Experience)  

Placement Process  
The Vacca Office of Student Services (304 White Hall) will request an appropriate student teaching placement during the semester prior to the student teaching experience. The following two conditions **must** be met before a placement will be requested:

1. Student teacher eligibility according to College policy must be met (all coursework, GPA, dispositional standards, student teaching prerequisites for Child Safety, CPR and ALICE and any other criteria as specified by Program Area and/or College).

2. Student Teacher Placement Profile forms (Undergrad) or resumes (Grad) and Student Teaching Information Card completed, and received by the Vacca Office of Student Services by the established deadline.

**Placements are generally made within a 50 mile radius** of the Kent Campus and/or your residence. Requests for specific placements within our contracted districts are taken into consideration, however, there is no guarantee that a request can be met. **Student teachers are responsible for having reliable transportation, and for any and all travel arrangements to and from their placement site.**

The Vacca Office of Student Services adheres to the following guidelines for placements:

1. Our accrediting agency, the National Council for Accreditation of Teacher Education (NCATE), will be transitioning to the **Council for the Accreditation of Educator Preparation (CAEP)** which requires that "student teachers develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender, and socioeconomic groups."

In accordance with the College’s Conceptual Framework which values diversity and global awareness in teacher preparation, student teachers are required to participate in field experiences and clinical practice within the partnership districts that include students with exceptionalities and students from diverse backgrounds, including but not limited to ethnic, racial, gender, linguistic, and socioeconomic diversity.

Experiences with diversity are linked to course-related field experiences. If a student teacher has not experienced diversity in prior field experiences, then the Vacca Office of Student Services will attempt to locate a school/district that fulfills this requirement.

2. Placements will be requested in our 200+ partnership schools and districts in NE Ohio. Additional opportunities for student teaching can be arranged in our current established programs in Florida, Arizona, and Texas. Applications for out-of-state placements (non-SPED) should be submitted by October 1st for Spring semester, and March 1st for Fall semester. Students interested in overseas opportunities should contact the office of Consortium for Overseas Student Teaching (COST). **Student Teachers for SPED programs will apply for out-of-state through their program faculty. ALL confirmed placements must be officially approved by a designated school district administrator.**
3. A student teacher is not permitted to student teach in the same school district where he/she is employed, where relatives are employed, where their children are attending, or from which he/she has graduated unless graduation was more than 10 years ago.

4. University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If a student teacher is registered with Student Accessibility Services (SAS) and requires special accommodations, he/she must inform the Vacca Office of Student Services at the time of application for student teaching so that an appropriate placement can be secured.

5. The Vacca Office of Student Services must make all arrangements for student teaching. Arrangements made any other way will not be recognized as valid. Under no circumstances will a prospective student teacher contact any school district personnel with the intention of securing his/her own placement. The Clinical Experience Placement office reserves the right to change a student's placement site if it is deemed to be inappropriate, insufficient, or contrary to the expectations, policies and practices of our teacher preparation programs.

Student teachers will be notified by KSU email about the details of their placement. As soon as the confirmation notice is received, student teachers should contact the cooperating teacher to make arrangements for schedule and curriculum materials and reply to the Student Teaching Placement Specialist that the placement information was received.

**Background Checks**

Student teachers are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned “school/agency” on or before the first day of the semester in which student teaching/internship will take place.

BCII and FBI background checks can be completed in the Instructional Resource Center (IRC), Room 221 White Hall, during operating hours. Contact the IRC to verify dates and hours of operation at 330-672-2353.

**BCII**. The BCII check requires current, state issued identification (driver’s license or a state identification card issued by the Bureau of Motor Vehicles). The cost is $25.00 and can be paid with cash or check (payable to IRC@KSU). Student teachers are responsible for the payment of this fee at time of service.

**FBI Fingerprinting (Federal)**. Electronic fingerprinting can be done in the Instructional Resource Center (IRC), Room 221 White Hall, during operating hours. The cost is $30.00 and can be paid with cash or check (payable to IRC@KSU). Student teachers must bring current state issued identification (driver’s license or identification card). Student teachers are responsible for the payment of this fee at the time of service.

Both of these background checks must be mailed to the student teacher. **DO NOT SEND THE RESULTS OF BACKGROUND CHECKS TO KENT STATE UNIVERSITY OR THE STUDENT TEACHING SITE.**
**Calamity Days/Inclement Weather.** While student teaching, if school is closed due to inclement weather conditions, natural disasters, power outages, structural damages, or other emergency, student teachers are not required to make up the time unless it affects spring break or winter break, OR if it effects the completion of the minimum number of required days engaged with students, per the Ohio Department of Higher Education. If the school cancels its spring/winter break and teachers must report that week, then the student teacher will need to report to the site also.

Student teachers are not to call the school to ask if school is in session. All of the school districts will report their closing over radio and television stations (or on their websites) and student teachers are expected to locate school closing information at the appropriate station. Additionally, it is important that a phone call list be established with the teacher(s) and the university supervisor in the event that student teachers are not to report to schools.

Because of contractual obligations or other special conditions, cooperating teachers (of the participating schools) may be required to report to school even though their students do not. If this situation exists, student teachers also will report since they are required to follow the cooperating teachers’ schedules.

**Conflicts Between School Districts and Their Teachers/Staff.** Because student teachers in the state of Ohio (1) do not have the legal status of certificated or licensed personnel (2) they are not substitutes for personnel (3) are not district employees (4) are not members of the bargaining unit, and (5) because their proper role is that of "learner", the student teacher should not report for duty or be in or near the building of assignment in the event of a labor union strike or work stoppages. Should any of these events occur, the student teacher is to immediately telephone their university supervisor.

In the event that the school to which the student teacher is assigned is subject to a jurisdictional dispute between a teacher’s association and the school district, student teachers will assume a position of neutrality. The student teacher is to remain away from the placement site and not participate in either side of the dispute.

**Corporal Punishment.** Student teachers in the state of Ohio do not have the legal status of certificated personnel. A student teacher is NEVER to administer corporal punishment as a means of discipline.

**Documentation.** If student teachers need to document students' work (i.e., photographs, videotapes, audiotapes, etc.), the sample form in the “Forms Section” (Permission for Photographs/Videotapes/Audiotapes of Children) or the form that the district provides should be used. The Teacher Performance Assessment (TPA) requires a special form be used. When reviewing student records and/or IEPs, student teachers must adhere to professional ethics on confidentiality.

**Health-Related Issues.** Issues relating to the health of student teachers and/or students in classrooms will be handled on an individual basis.

**Liability Insurance.** The university provides liability insurance coverage for all KSU students, and this coverage extends to student teachers in northeast Ohio and within the 50 states. Student teachers for the COST (Consortium for Overseas Student Teaching) program must secure separate professional liability insurance in order to be considered for that program.
because they are not covered overseas under the university’s policy. Additional coverage can be obtained through student education associations such as KSEA (Kent Student Education Association) or ASEA (Art Student Education Association). Liability coverage begins prior to the official start date of the semester through the last day of classes ONLY if student is registered for the Student Teaching course.

**Medications.** Student teachers are NOT permitted to administer medications to students.

**Obligations Beyond Student Teaching.** Outside obligations such as jobs, family obligations or coursework cannot be used as an excuse for marginal or unsatisfactory performance during the student teaching experience. Student teachers are not permitted to take other coursework during student teaching (except for Inquiry into Professional Practice) unless they have special permission from a faculty advisor. A “Request for Exception to Eligibility for Student Teaching” form can be picked up in 304 White Hall.

**Professional Commitment by Student Teacher Candidates**

In order to meet the very high standards expected of our student teachers by both the College of Education, Health and Human Services and the Council for the Accreditation of Educator Preparation, the student teaching experience should be considered as a ‘full time job’ that requires the full commitment and professional dedication of our students. Additionally, the OBR/ODHE interpretation of OAC 3301-24-03 (C)(8) is that students should not expect to be employed, nor compensated, by any other agency or institution during the scheduled hours of their placement. Opportunities for employment outside of the regularly scheduled school day (i.e. Coach or Advisor) may be permitted.

**Professional Conduct and Appearance.** The teaching profession requires that its members possess high standards of personal conduct, a neat personal appearance, and good personal hygiene. Student teachers should follow the standards of professional conduct and the personal appearance standards as specified by the placement site’s teacher handbook or by the administrator in charge.

The school staff handbook often address length and style of hair, beards and moustaches, piercings, style of dress, tattoos and length of skirts. If student teachers feel the standards asked of them are unreasonable and are unable to conform to these standards, please consult with your university supervisor or the Director of Student Teaching before taking issue with the administrators in the assigned building. Program areas may also have specific guidelines to follow. Be advised that items posted on the Internet, including social networking sites, even when removed by the person who posted it, may be able to be accessed by employers, students, and parents now or in the future.

**School Policies.** School policies may vary from school to school. Upon arriving at the school assignment, the student teacher should immediately become familiar with school policies (zero tolerance, suspected child abuse or neglect, incident reporting, universal health precautions, cell phones, text messaging, social networking, etc.), regulations and physical facilities of that school. The cooperating teacher or building administrator should help student teachers with this orientation to the school. Some districts may require TB tests or passage of the Ohio Educator Assessment (OAE) content area test prior to the beginning of the student teaching experience.
**Student Teachers as Subs, Aides, Tutors.** Student teachers are not permitted to be regularly employed or compensated as Aides, Tutors or Subs. Consideration for "subbing" may occur if they have met the following criteria:

- Successful completion of the student teaching semester and a Letter of Early Completion from the Vacca Office of Student Services (304 White Hall). This letter will be issued at a student teacher's request, after grades are posted, AND the student has completed the licensure pre-application process, and satisfied all other requirements as outlined in the procedures found in the Student Portal [https://stuportal.ehhs.kent.edu](https://stuportal.ehhs.kent.edu).
- Eligible to receive a Resident Educator teaching license from the State of Ohio.

Situations may arise in which the cooperating teacher to whom a student teacher is assigned may become ill or have an emergency for a portion of the day. In a situation of this type, it is reasonable for the principal to ask the student teacher to assume direction of the class for a portion of the day if he/she judges that the student teacher is capable of carrying out this responsibility. Under these circumstances, either the principal or another certified staff member must assume the supervisory responsibility and/or periodically check with the student teacher during that day. If a student teacher is requested to substitute teach beyond a partial day, then he/she must decline. If there is any question about this policy, the principal should call the Vacca Office of Student Services (330-672-2870) for clarification.

**Assessment of Student Teachers**

**Performance Assessment**

The student teaching experience is the culmination of a systematic curriculum in teacher education. It provides an essential opportunity for the student teacher to demonstrate (in an actual school setting) over a period of weeks that the knowledge, skills, and disposition for teaching have been acquired to perform as an entry-year teacher. It also provides an opportunity for school and university educators to review the outcomes of the teacher education programs.

Assessment is a continual part of the total student teaching experience and is a cooperative process shared by the student teacher, the cooperating teacher, and the university supervisor. The philosophy of the education faculty at Kent State University is that the student teaching experience should be structured to facilitate success, and that every effort should be made to provide each student teacher with the support needed to perform to the best of his or her ability. The university supervisor will leave a written observation report after each visit. The cooperating teacher and the university supervisor will complete a midterm and final evaluation during the student teaching placement as well as a disposition assessment at the midterm or as needed during the semester. These will include a conference involving the student teacher, the cooperating teacher, and the university supervisor and copies of the final assessments will be made available to the student teacher.

**Rationale for the Student Teaching Assessment Instruments**

The Vacca Office of Student Services aligns its assessment instruments and procedures with the Ohio Standards for the Teaching Profession (OSTP) and the Teacher Performance Assessment (edTPA). The systematic change in teacher education has gone from areas of
study and requirements to an outcomes-based model, which focuses on what the beginning teacher should know and be able to do.

The assessment instruments are aligned with the Ohio Standard for the Teaching Profession published by the Ohio Department of Education (ODE) and the Teacher Performance Assessment. In addition, each program area may use supplemental assessments representing standards from that SPA (Specialized Professional Association). The following information will provide guidance for implementing these assessment instruments.

**Observation**

The basis for virtually every aspect of the supervisory process is observation of the student teacher. Success in student teaching to a large extent depends upon the effectiveness and frequency with which the cooperating teacher responds to the continuing concerns, "How am I doing?" "How can I improve?" "How does this impact learning in the classroom?" This is part of reflective practice.

The cooperating teacher should be present most of the time throughout the student teacher experience. The cooperating teacher will devote less time to formal observation as the student progresses into the mid-stage of student teaching but will continue to maintain a high level of awareness. In the final stage, formal observation should occur often to provide the student teacher with systematically collected feedback.

Any time the cooperating teacher is observing formally, he or she should be prepared to take notes. These notes provide a continuous record of the teaching student teacher's performance, areas of strength and areas that may need improvement. The student teacher should be encouraged to review the notes periodically as a means of self-appraisal. Observations and feedback from the cooperating teacher are crucial to the student teaching experience.

If the cooperating teacher should at some point develop reservations regarding the student teacher's performance, the cooperating teacher's own copy of these notes provides documentation to support that assessment. The notes are especially useful as a source of information if it subsequently becomes necessary to prescribe clinical work on campus for the student teacher to develop or improve in areas in which he or she is deficient. The school principal should be invited to observe the student teacher and give additional feedback.

**Midterm Assessment**

Each student teacher must be assessed during a midterm conference using the Student Teaching Assessment form. While daily notes and conferences give the student teacher an indication of specific aspects of his or her teaching, the midterm assessment provides a comprehensive view. The student teacher should be informed of both strengths and weaknesses through the student teaching experience. The university supervisor will provide an unofficial Student Teaching Assessment form to the cooperating teacher during the orientation meeting at the beginning of the student teaching experience.
A structured midterm evaluation is conducted jointly by the cooperating teacher, the student teacher, and the university supervisor. The paper copy of the unofficial midterm assessment form is prepared independently by the university supervisor and cooperating teacher and discussed with the student teacher during the midterm assessment meeting. Any item rated as “below the acceptable level” requires a written comment by the assessor in the box provided AND may require a Student Teacher Professional Development Contract (the terms of which must be met within the timeframe as designated).

No later than one week after the meeting, the university supervisor will enter her/his assessment and the cooperating teacher’s assessment in an online form that can be found at https://fsportal.ehhs.kent.edu/index.php. After logging in with the Flashline user id and password (for assistance contact the University help desk at 330.672.HELP), click on “Unit Assessment” and “Disposition Assessment.” Then select the student teacher’s name and complete the form. Once the form is completed, an automatic e-mail will be sent to the student teacher containing a link with the completed assessment for electronic signature. Once signed by the student teacher, the assessment is official and can be downloaded for printing. The deadline for submitting the midterm online assessments is Friday of the 7th week of the university semester.

**Summative Assessment & Final Grade**

Toward the end of the student teaching experience, the student teacher’s performance is rated independently by the university supervisor and the cooperating teacher on a paper copy of the unofficial final summative form. The final summative assessments are shared with the student teacher at a final conference. In order to receive a “Satisfactory/Passing” grade for Student Teaching, a Student Teacher must: (1) successfully complete 17 of the final assessment items as “Met”, with no items marked as “Not Met” (2) earned a passing score on any ‘program area’ student teaching assessments, and (3) satisfactorily completed any PDPs assigned for “Needs Improvement” on the Disposition Assessment. Student Teaching “Seminar/Inquiry” courses are graded ‘A-F’. Attendance is required at all Seminar sessions. Contact your department for further information about course requirements, grading, and schedule.

No later than one week after the meeting, the university supervisor will enter her/his assessment and the cooperating teacher’s assessment in an online form that can be found at https://fsportal.ehhs.kent.edu/index.php. Once the form is completed, an automatic email will be sent to the student teacher containing a link with the completed assessment for electronic signature. Once signed by the student teacher, the assessment is official and can be downloaded for printing. The deadline for submitting the summative online assessment is Friday of the 15th week of the university semester.

**Special Note:** University policy stipulates that the last day of the 10th week of the university semester is the last date a student can WITHDRAW from a class. After that date, students will receive a “U” in student teaching.
Additional Assessments

1. **Disposition Assessment**
   A major part of our teacher education program at Kent State University is the development of dispositions related to caring, fairness, honesty, responsibility, commitment, and social justice. Student teachers are expected to consistently demonstrate all of the behaviors and qualities indicative of professionalism, work ethic, and personal qualities in order to receive a grade of “Satisfactory” for student teaching.

   A Disposition Assessment *(see sample in “Forms Section”)* for each student teacher will be completed online by the university supervisor in consultation with the cooperating teacher during the midterm time. During a conference with the student teacher, an unofficial paper copy may be used, but the assessment is not official until it is signed electronically by the university supervisor and the student teacher. The assessment can be found at [https://fsportal.ehhs.kent.edu/index.php](https://fsportal.ehhs.kent.edu/index.php). After logging in with the Flashline username and password, click on “Unit Assessment” and “Disposition Assessment.” Then select the student teacher’s name and complete the assessment.

   After the assessment is electronically submitted by the university supervisor, the student teacher will receive an automated email indicating that the completed Disposition Assessment is available at [https://fsportal.ehhs.kent.edu/index.php](https://fsportal.ehhs.kent.edu/index.php) and that an electronic signature is required by the student teacher. The email will also indicate if a “needs improvement” has been submitted. If a needs improvement has been submitted, the student teacher will be told to complete a Professional Disposition Plan (PDP) located on the “student portal”; students should confer with their Supervisor on the criteria and content of the PDP. It is also on the faculty/staff portal but the student teacher needs to initiate it. The student teacher needs to meet with the university supervisor and cooperating teacher to discuss the PDP and both student teacher and supervisor need to sign-off electronically. Student teachers are advised that a needs improvement MUST be remedied by the end of student teaching.

   The deadline for the submission of the online Disposition Assessment by the university supervisor is Friday of the 7th week of the university semester. The Disposition Assessment may be submitted earlier if warranted. The student MUST have ample time to submit a Professional Disposition Plan (PDP) and enact it. Students with outstanding dispositions are not cleared for graduation.

   Student teachers are evaluated in previous courses, and progress is reviewed by program coordinators with the intent of assisting student teachers select an alternative major prior to student teaching if unsatisfactory dispositions are not satisfactorily addressed.

2. **Supplemental Assessments for Specific Program Areas**
   Supplemental Assessments representing program areas’ SPAs (Specialized Professional Associations) may be completed for specific program areas. These are provided by program coordinators.
3. **The Teacher Performance Assessment (edTPA)**
The Teacher Performance Assessment (edTPA) is a subject area-specific, performance-based assessment for pre-service teacher candidates, focused on student learning. Developed at Stanford University, this portfolio process will evaluate a teacher candidate’s ability to create and assess an effective lesson sequence, teach all students, and reflect on the teaching process. Each teacher candidate will develop a portfolio of artifacts, including lesson plans, video clips of instruction, student work samples, teacher assignments, analyses of student learning and reflective commentaries. Specifics necessary for each portfolio are clearly designated in edTPA handbooks. Materials, including all handbooks and templates for each portion, guides on making good choices and others items to support your completion of your edTPA portfolio, will be available online for all student teachers via Blackboard (see the edTPA Student Teaching page) and all can also access materials via the student site of www.edtpa.com. In the early weeks of the student teaching semester, the teacher candidate will distribute a letter to inform students and parents of the edTPA process, including the video clips necessary for the portfolio (see the sample Permission Letter on page 59). A consent form will be collected by the teacher candidate to obtain parent/student permission to participate in the edTPA process (see sample Permission Form on page 60). The edTPA is due to be uploaded no later than the Friday of the 10th week of the semester, but a program or the inquiry course may designate an earlier due date. **Completion of the edTPA is one of the requirements for passing student teaching. Completion is defined as submission with no condition/error codes, with the opportunity to remediate.**

**Conflict Resolution & Student Teacher Conduct -------------------------------**

A partnership is the ideal relationship in the student teaching experience. However, student due process procedures are established for the student teacher who is involved in a discrepancy at their placements site, or does not agree with the evaluation of his/her performance during any time of the student teaching semester.

*The following appeal procedure is established.* The first step is to contact the person with whom you have a disagreement to discuss the nature of the disagreement. If a resolution is not achieved, the second step is to contact the university supervisor to explain the nature of the disagreement. If a resolution is not achieved, the third step is to contact the Director of Clinical Experiences, 304 White Hall, to explain the nature of the disagreement. If a resolution is not achieved, the fourth step is to contact the appropriate program coordinator and then the director of the appropriate school in your major, and finally, the Associate Dean of Student Services in 304 White Hall. The order is spelled out below:

1. The person with whom you have a disagreement
2. The University Supervisor
3. The Director of Clinical Experiences, 304 White Hall
4. Program Coordinator
5. School Director
6. Associate Dean, Vacca Office of Student Services, 304 White Hall
Section II: Student Teacher

Role of the Student Teacher

Successful student teaching is a collaborative effort. Student teachers must realize their responsibilities as learners, studying the teaching-learning process, and as co-teachers, increasing instructional responsibilities from day-to-day.

In general, student teachers will follow the same policies and expectations for licensed teachers. The cooperating teacher should provide clear directions and closely monitor the student teacher's behaviors in this regard in order that misunderstandings not occur.

Specifically, the student teacher's responsibilities include:

- giving student teaching responsibilities first priority even though there may be other personally compelling concerns;
- being punctual in arriving at school, at scheduled classes and at meetings in accordance with school regulations;
- notifying the cooperating teacher as well as the university supervisor as far in advance as possible when absence cannot be avoided;
- conducting himself/herself in a professional manner at all times, including dress, speech and personal habits;
- becoming acquainted with and abiding by school policies;
- maintaining confidentiality about students or school personnel;
- being observant, showing interest and initiative, and being prepared when responsibilities have been assumed;
- demonstrating teaching skills that include integration of technology and differentiated instruction;
- providing the cooperating teacher and university supervisor with lesson plans in advance for feedback in accordance with guidelines established;
- demonstrating effective classroom management skills;
- demonstrating self-reflection and welcoming constructive feedback;
- performing non-instructional duties within and outside the classroom if these are expected of the cooperating teacher;
- demonstrating the ability to assume full teaching responsibilities during student teaching;
- attending seminars, meetings and/or in-services by the school;
- keeping the university supervisor informed about progress, problems or any other matters needing the supervisor's attention;
- attending school functions such as PTA meetings, faculty meetings and other events that teachers normally are expected to attend with the approval of the building principal;
- gaining an understanding of the community life as it relates to the school district through visitation to local community agencies and attendance at various community activities.
Section III: Cooperating Teacher

Role of the Cooperating Teacher

The University is grateful to the cooperating teachers who collaborate with us in implementing an important final step as our student teachers prepare to begin their teaching careers. The role of the cooperating teacher is complex. It involves mentoring and at the same time evaluating teaching practice and professional dispositions. It involves helping to socialize the student teacher to established norms of the classroom and school, sharing the wisdom of experience, and yet at the same time respecting and encouraging innovations. We also hope this experience will provide cooperating teachers an occasion for professional growth.

The following list contains the expectations as cooperating teachers prepare to assume this important role:

- Working with a Student Teacher takes time and commitment, along with patience and understanding; providing positive feedback for successes, and constructive interventions for challenges.
- It is expected that the Cooperating Teacher will accept the responsibilities required of the experience, and carry them out in a professional and collaborative manner.
- It is preferred that Cooperating Teachers have a ‘5 year professional license’, and at least three years of experience in their current assignment. Any exceptions will be made at the discretion of the Director of Clinical Experience.

- prepare the learners, their parents, and the classroom for the student teachers arrival;
- demonstrate an attitude of openness and inquiry into teaching practice;
- demonstrate for the student teacher how the academic content standards are used on a daily basis in planning, teaching, and assessing student learning;
- demonstrate a positive attitude toward all learners and a belief that all students can learn;
- assist the student teacher in understanding the importance of health and safety practices in the classroom environment;
- provide multiple opportunities for the student teacher to interact with families in meaningful and appropriate ways and help the student teacher to become aware of community resources that support the learner and his/her family;
- explain the role of all school personnel to the student teacher including, but not limited to: guidance counselors, media specialists, and administrative and support personnel. Introduce the student teacher to these personnel;
- share with and demonstrate for the student teacher ways to meet the needs of a diversity of learners including, but not limited to, students with ethnic, racial, gender, linguistic and socioeconomic differences;
- assist the student teacher in integrating technology into teaching;
- model professionalism through appearance and relationship with colleagues and families;
- maintain open communication with the student teacher and the university supervisor;
- define expectations for the student teacher in a reasonable and clear manner so that an atmosphere of mutual trust and respect can be established and maintained;
• encourage the student teacher to observe other subject areas, grade levels, and instructional practices;
• inform and invite principals/assistants to observe and provide feedback to the student teacher;
• preview and observe lessons and provide constructive feedback on a regular basis during both unscheduled and scheduled time;
• review current classroom management plan and assist the student teacher in developing effective management strategies;
• complete a mid-term student teaching assessment during the 7th week of the KSU semester and a summative student teaching assessment during the final week of student teaching (discuss assessments at a meeting with the university supervisor and student teacher);
• provide information to the university supervisor regarding the student teachers dispositions toward teaching as defined in the Disposition Assessment;
• meet with the university supervisor and student teacher as needed.

In the spirit of reflective practice the University will ask cooperating teachers and student teachers to assess this experience. We will use this information to help us strengthen our service to cooperating teachers and future student teachers.

The Teacher Performance Assessment (edTPA)-----------------------------------------------

The Teacher Performance Assessment (edTPA) is a subject area-specific, performance-based assessment for pre-service teacher candidates, focused on student learning. Developed at Stanford University, this portfolio process will evaluate a teacher candidate’s ability to create and assess an effective lesson sequence, teach all students, and reflect on the teaching process. Each teacher candidate will develop a portfolio of artifacts, including lesson plans, video clips of instruction, student work samples, teacher assignments, analyses of student learning and reflective commentaries. Specifics necessary for each portfolio are clearly designated in edTPA handbooks. Materials, including all handbooks and templates for each portion, guides on making good choices and others items to support your completion of your edTPA portfolio, will be available online for all student teachers via Blackboard (see the edTPA Student Teaching page) and all can also access materials via the student site of www.edtpa.com. In the early weeks of the student teaching semester, the teacher candidate will distribute a letter to inform students and parents of the edTPA process, including the video clips necessary for the portfolio (see the sample Permission Letter on page 59). A consent form will be collected by the teacher candidate to obtain parent/student permission to participate in the edTPA process (see sample Permission Form on page 60). The edTPA is due to be uploaded no later than the Friday of the 10th week of the semester, but a program or the inquiry course may designate an earlier due date. Completion of the edTPA is one of the requirements for passing student teaching. Completion is defined as submission with no condition/error codes, with the opportunity to remediate. Acceptable guidance guidelines can be found at:
Section IV – University Supervisor

Role of the University Supervisor

The overriding role of the university supervisor is to be a facilitator in the student teaching triad and a liaison between the school and the University to ensure the quality and integrity of the teacher education program. In addition, the university supervisor acts as an advocate for the profession of teaching.

Specifically, the university supervisor's responsibilities include:

- contacting each student via phone or email no later than the end of the student's first week of placement (use your kent.edu email account for all electronic communication with students);
- conducting an orientation session no later than the end of the second week of the student teaching placement with the cooperating teacher and student teacher (inviting the principal to this session is recommended);
- providing cooperating teacher with their packet of information and Expectation Handbook;
- scheduling observation visits and providing constructive suggestions in writing to the student teacher;
- conferencing with the student teacher (and cooperating teacher if possible) following each observation;
- alerting the Director of Clinical Field Experiences in the Vacca Office of Student Services when unresolved problems arise, co-writing a Professional Development Contract (sample copy in forms section) if necessary, and providing information to the "team" at the University to help resolve problems with the student teacher;
- being available to the student teacher, the cooperating teacher, and the principal whenever guidance is needed;
- preparing Student Teaching Assessment forms provided by the University by established deadlines.
- Facilitating the completion of the Teacher Performance Assessment (TPA) process to the extent allowable.

The Teacher Performance Assessment (edTPA)

The Teacher Performance Assessment (edTPA) is a subject area-specific, performance-based assessment for pre-service teacher candidates, focused on student learning. Developed at Stanford University, this portfolio process will evaluate a teacher candidate's ability to create and assess an effective lesson sequence, teach all students, and reflect on the teaching process. Each teacher candidate will develop a portfolio of artifacts, including lesson plans, video clips of instruction, student work samples, teacher assignments, analyses of student learning and reflective commentaries. Specifics necessary for each portfolio are clearly designated in edTPA handbooks. Materials, including all handbooks and templates for each portion, guides on making good choices and others items to support your completion of your edTPA portfolio, will be available online for all student teachers via Blackboard (see the edTPA Student Teaching page) and all can also access materials via the student site of www.edtpa.com. In the early weeks of the student teaching semester, the teacher candidate