

**Middlebury College
Education Studies Program
Student Teaching Handbook**

Middlebury College Education Studies Faculty

Jonathan Miller-Lane, Ph.D, University of Washington, Seattle.
Associate Professor & Director
Phone: (802) 443-3459
Email: jmillerl@middlebury.edu

Claudia Cooper, Ed.D, Harvard University, Cambridge.
Senior Assistant Professor
Phone: (802)-443 3408
Email: ccooper@middlebury.edu

Tara Affolter, Ph.D, University of Wisconsin, Madison.
Assistant Professor
Phone: (802) 443-5944
Email: taffolter@middlebury.edu

Tracy Weston, Ph.D, University of North Carolina, Chapel Hill.
Visiting Assistant Professor
(802) 443-5846
Email: tweston@middlebury.edu

Patricia Dougherty, BA, St Johns College, Annapolis MD.
Academic Coordinator
Twilight Hall 202
Phone: 802 443-5013
Email: pdougher@middlebury.edu

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Middlebury College Education Studies Program

Mission Statement (June 2015)

In the Education Studies Program we believe that we must become a more inclusive and just society. We must honestly name and relentlessly address the educational inequities that we have created and that we sustain as individuals and members of multiple communities. In our formal settings, whether a Kindergarten class or senior seminar at Middlebury, and in our informal interactions with each other, we seek to embody the intellectual understandings, the humility, and empathy essential to this work.

The mission of the Education Studies Program is to prepare students to effectively contribute to a more just, compassionate, and equitable society by developing their self-awareness, critical lenses, analytical frameworks, and pedagogical content knowledge manifested in meaningful practices.

Teaching and Learning in the Liberal Arts: Constructing Meaningful Connections

The Education Studies Program is grounded in and grows out of the strength and excellence of the Middlebury College liberal arts curriculum. The College's aim has been to educate students in the liberal arts tradition who can bring their learning to bear on practical and significant real-world problems and concerns. In gaining a well-balanced liberal arts education, the Middlebury student majors in a recognized field of inquiry and undertakes a minor in education studies that provides a cross-disciplinary focus on the teaching and learning process. Taken together with distribution requirements in the humanities, social sciences, natural sciences and mathematics, and foreign language and cultures, the coursework in the major and the education studies minor provide prospective teachers with the analytical framework and content knowledge pivotal to engaging in reflective instruction in the practicum and in their first years of teaching.

Through a curriculum that emphasizes both breadth and depth in the selection of courses in different fields, Middlebury students develop conceptual understanding and interdisciplinary perspectives. Gaining informed, multiple viewpoints on a wide-range of problems and concerns also helps students develop empathy, as well the disposition for critical inquiry necessary for any professional career and for effective participation in a democratic society. Such liberal arts preparation, in particular, fosters and facilitates reflective practice in beginning teachers and the effective development of their problem-solving, decision-making, and communication skills. These skills and habits of mind are essential to the creation of an inclusive, learning community that is intellectually challenging for a diverse population.

While the foundation of the Education Studies Program (EDST) rests on the excellence of the College's liberal arts curriculum, EDST depends on strong connections and collaboration with liberal arts faculty from every discipline as well as colleagues in volunteer and service learning programs. The connections and collaborations include the MiddArts Program, MiddCORE, Costa Rica Internships, the Urban Education Internship, the Bread Loaf School of English, the Summer Language Schools, Information Technology Services, the Center for Teaching, Learning, and Research, Center for Careers and Internships, Center for Civic Engagement, special Winter Term courses, the Teacher Resource Room, our Liberal Arts Mentors, the Consortium for Excellence in Teacher Education (CETE), and the Vermont Council for Teacher Education (VCTE).

The Education Studies Program works closely and collaboratively with our colleagues in the Primary-12th grade, educational community. We are fortunate to work in a state and county that has a deep commitment to providing high quality education to the children of our community. The colleagues with whom we work in the P-12 settings embody that commitment. Through dialogue in classes and seminars, through thoughtful discussions in supervisory conferences, and on other mentoring occasions, together with our K-12 partner, ourselves and our students. Not only does partnering offer extended opportunities for on-site visits and clinical preparation for pre-service teachers, but it also enriches the entire educational community through professional development and other support services that utilize College resources and personnel. Finally, the Partners in Education (PIE) grant creates further opportunities for innovative and creative collaborations between the Addison County Supervisory Union and the Education Studies Program.

Entering the Classroom

Introduction

During your professional semester you will make the transition from college student to professional teacher. The transition will challenge you in new ways as you become an integral part of a school classroom. You will learn how to respond to the diverse academic and social needs of your students. The moment when a student understands a new idea or becomes competent in a new skill, a deepened understanding and appreciation of a student who had puzzled you, the collegueship that arises from working closely with other adults, the growth of your ability to manage a complex situation, and the self-awareness that comes from personal, intellectual, and emotional growth are only a few of many joys and benefits of being a teacher. The numerous responsibilities that accompany one's life as a teacher - faculty meetings, parent conferences, student-support meetings, phone calls to parents - may come as unexpected duties, but they, too, are important parts of the job.

While the success of the semester depends on many factors, perhaps the most important is the relationship that you develop with your cooperating teacher. Your cooperating teacher feels tremendous responsibility to the children and parents in the class and is willing to share that responsibility with you to the degree that he or she can trust you. The nature of your working relationship is established in the initial meetings. Once the school year begins, the classroom becomes so busy that there are few opportunities for you and your cooperating teacher to meet without interruption. Finding time to plan lessons and units with your cooperating teacher is critical to the success of the semester. This planning can take place before school, after school, or on weekends. The key is to secure a consistent time to plan together.

One essential part of earning the trust of your cooperating teacher and school colleagues, is by being present every day throughout the semester. Initially there will be stretches of time when your task is to carefully observe the dynamics in the classroom and to assist where needed. There are likely to be awkward moments when you are unsure of your role. This is a period of adjustment that cannot be hurried. You and your cooperating teacher will work together to determine what responsibilities you will undertake as the semester develops. It takes time to earn the authority and credibility that you need in order to assume the role of teacher.

In addition to your cooperating teacher, your college supervisor is also there to support your transition from student to teacher. There will be constant interactions in seminar, during observations at your school, in meetings with your cooperating teacher, and informally at your school and at the College. Your college supervisor and the Education Studies faculty are also a resource for planning lessons and units. Use them! Ask questions. We are here to support your development as a professional educator.

Rules and Procedures

During the first weeks at school, do all that you can to learn the names and the interests, of individual students. Acquaint yourself with the routine and academic scope of your grade level. Each classroom has its own rules and procedures that are established early in

the school year, such as schedule and behavioral expectations, the storage of materials, etc. Careful observation of the students and your cooperating teacher will reveal the mechanics to you. Write out a schedule of the week in your plan book and memorize it. Classrooms are extraordinarily busy places, and the schedule may change from day to day. The sooner you know what is going on when and where, the better able you are to make effective decisions. Work on developing a dialogue with your cooperating teacher: ask questions about students, groupings, curriculum, expectations, rules, and procedures. Ultimately, your ability to make decisions depends on your knowledge of student interest and ability, the expectations of your cooperating teacher, the routine of the class, the rules (defined or assumed), and the curriculum. Work purposefully to gain these understandings by establishing regular communication with your cooperating teacher.

One of the most important responsibilities of a teacher is to ensure that the classroom is a safe space for all students. It is essential that classrooms are spaces where all students can be together and engage in genuine inquiry wherein students can form a community, disagree, take intellectual risks and never have their identity, or who they are, be at risk or under attack. As the semester proceeds, you will assume more and more responsibility for managing this critical aspect of effective teaching. In the beginning, when you may observe incidents that make the classroom unsafe for a student, whether physically, emotionally or intellectually, always ask your cooperating teacher and college supervisor for assistance and advice regarding when and how to intervene appropriately. A teacher learns about consistency and fairness through experience and by exercising compassion, clarity, fairness, and assertiveness. [As the old saying goes, “There is an important distinction between being authoritative and authoritarian.”] There are few other professions that require the intimate management of such complex social relations.

Homework & Resources

It is typical that student teachers spend a minimum of three hours outside of the classroom each night for the preparation of lessons, evaluation of student work, journal writing, and reading. In the beginning of the semester, before you have many teaching assignments, we advise you to use your time to read teacher manuals, write in your journal, gain familiarity with student books and instructional materials, and review and revise earlier assignments for your VT Licensure Portfolio. Manuals, textbooks, and activity books are available in your classroom, in the Teacher Resource Room in Twilight Hall, and in the library and/or storage closets of the schools. Middlebury College subscribes to many excellent, current, state-of-the-art, journals that include teaching ideas for all grade levels and subjects. The Ilsley Library in Middlebury contains a wealth of books and other materials for K-12 student teachers. You are eligible for a library card to Ilsley at no cost.

Model Schedule for Elementary Student Teaching

NOTE!! What follows is one way to consider organizing the progression to your “max time” during the semester. Each student’s experience will likely vary from this model.

- Week One: Work in the classroom as an assistant and careful observer and as arranged with your cooperating teacher. We suggest you jump right into the flow of the classroom by actively participating with the class. Go to recess with the class. Go with the students to gym, music, or art. Take careful notes and begin journal entries. Send home your letter of introduction with informed consent to photograph, video, and use student images for your portfolio (see Appendix A). Schedule a meeting with your college supervisor and cooperating teacher to review the flow of the semester and define responsibilities/roles. Ongoing portfolio work for 410a seminar.
- Week Two: Begin co-planning and co-teaching one area of the day (Morning Meeting or Read Aloud) with your cooperating teacher. Save student work samples and take pictures to show student development over time. Schedule your college supervisor to observe next week. Ongoing portfolio work for 410a seminar.
- Week Three: Write lesson plans and lead the area you began in week two independently (Morning Meeting or Read Aloud). Begin co-planning and co-teaching the other area (Morning Meeting or Read Aloud). Attend to ongoing assignments in the 410a seminar. Document your teaching with post-lesson reflections in your journal or lesson plan. College supervisor observation.
- Week Four: Independently teach two lessons a day. Schedule your college supervisor for a “formal” observation. Discuss your topic for your unit with your cooperating teacher, college supervisor and, ideally, your liberal arts mentor. College supervisor observation. Attend to ongoing assignments in the 410a seminar.
- Week Five: Maintain two subjects a day and begin to co-teach another portion of the day, either small group work or another whole group lesson. Part II of the VT Licensure Portfolio requires you to demonstrate “the use of multiple strategies to address a range of learners and students with special needs.” You should be sure that you are consciously saving data that documents this ability. Schedule the mid-term conference and complete the self-evaluation in advance of the meeting. Ask your cooperating teacher to complete a formal observation. Participate in a unit-planning meeting with your cooperating teacher. College supervisor observation.
- Week Six: Teach three lessons a day. Mid-term conference. Schedule your liberal arts mentor for an observation. Attend to ongoing assignments in the 410a seminar.
- Week Seven: Maintain work with groups, co-teach another content area as appropriate. Continue researching and planning your unit. Schedule a peer observation. Attend to ongoing assignments in the 410a seminar.
- Week Eight: Teach or co-teach everything. College supervisor observation. Finalize your unit. Schedule a time for you to be videotaped teaching a lesson during max time. Attend to ongoing assignments in the 410a seminar.
- Week Nine: Teach or co-teach everything. Unit is due to cooperating teacher and supervisor. Schedule a time for you to be videotaped teaching a lesson during max time. Attend to ongoing assignments in the 410a seminar.

- Week Ten: Possible week one of “max time.” Begin teaching your unit. Ensure you are being videotaped. Ask your cooperating teacher to complete a formal observation. College supervisor observation. Attend to ongoing assignments in the 410a seminar.
- Week Eleven: Possible week two of “max time.” Liberal arts mentor observation. Schedule the meeting of the Professional Semester Review Committee to occur during week twelve or thirteen depending on the availability and schedule of all parties involved. College supervisor observation. Attend to ongoing assignments in the 410a seminar.
- Week Twelve: Last week in the Classroom. Portfolio is nearly finished. Hold the meeting of the Professional Semester Review Committee.

Often, the last formal day of actual teaching is the Tuesday before Thanksgiving. The last day of the student teaching seminar (EDST0410a) is two weeks after Thanksgiving. HOWEVER, due to different start dates each year, always check in with the professor teaching EDST0410a to be sure of the correct ending day for your student teaching semester.

Model Schedule for Secondary Student Teaching

NOTE!! What follows is one way to consider organizing the progression to full-time-teaching (“max time”) during the semester. Each student’s experience will likely vary from this model.

- Week One: Work in the classroom as an assistant and careful observer and as arranged with your cooperating teacher (CT). Either prior to the arrival of students, or during the first week of school, be sure that you have scheduled a meeting with your CT and college supervisor (CS) to preview your teaching schedule for the semester. Send home your letter of introduction with informed consent to photograph, video, and use student images for your portfolio (see Appendix A). Attend to ongoing assignments in the 410a seminar.
- Week Two: Observe and assist as requested by CT. Develop a tentative plan, with your CT and CS, for assuming full teaching responsibilities later in the semester. Attend to ongoing assignments in the 410a seminar.
- Week Three: Observe, assist, and teach several lessons planned in cooperation with your CT. Schedule observation (#1) by the CS. This is a good week to meet with your Liberal Arts Mentor to discuss your teaching plans and schedule a visit. Attend to ongoing assignments in the 410a seminar.
- Week Four: Observe, assist, and teach several lessons planned in cooperation with your CT. Schedule a formal, written observation by your CT during week four. This formal, written observation is in addition to the more informal daily observations and evaluations that occur. Attend to ongoing assignments in the 410a seminar. Discuss emerging unit plans with your liberal arts mentor
- Week Five: Assume teaching responsibilities for one section/course. Observe and assist in others. Schedule observation (#2) by your CS. Schedule the mid-term meeting with your CT and CS. Attend to ongoing assignments in the 410a seminar. Part II of the VT Licensure Portfolio requires you to demonstrate “the use of multiple strategies to address a range of learners and students with special needs.” You should be sure that you are consciously saving data that documents this ability.
- Week Six: Continue teaching responsibilities for one section. Begin teaching one or two lessons in other sections. Schedule an observation by your CS (#3). A mid-term meeting should occur during week six or seven PRIOR to the start of full time teaching. Ideally, the CS should have completed three observations prior to the mid-term meeting. Attend to ongoing assignments in the 410a seminar.
- Week Seven: Begin full-time teaching responsibilities. Continue teaching one or two lessons in other sections. A mid-term meeting should occur during week six or seven PRIOR to the start of ‘max time’ or full time teaching. Attend to ongoing assignments in the 410a seminar.
- Week Eight: Continue full-time teaching responsibilities. Schedule an observation by your CS (#4). Attend to ongoing assignments in the 410a seminar.
- Week Nine: Continue full-time teaching responsibilities. Schedule an observation by your CS (#5) and LAM. Attend to ongoing assignments in the 410a seminar.
- Week Ten: Complete full-time teaching responsibilities and begin returning responsibility for instruction back to CT. Schedule an observation by your CS (#6). Attend to ongoing assignments in the 410a seminar.

Week Eleven: Continue transition to CT's full responsibility. Observe, assist, complete make-up assignments with individual students. Schedule the meeting of the Professional Semester Review Committee to occur during week twelve or thirteen depending on the availability and schedule of all parties involved. Attend to ongoing assignments in the 410a seminar.

Week Twelve: Continue transition to CT's full responsibility. Observe, assist, complete make-up assignments with individual students. Complete all final assessments and grading of student work. Hold the meeting of the Professional Semester Review Committee. Attend to ongoing assignments in the 410a seminar.

Often, the last formal day of actual teaching is the Tuesday before Thanksgiving. The last day of the student teaching seminar (EDST0410a) is two weeks after Thanksgiving. **HOWEVER**, due to different start dates each year, always check in with the professor teaching EDST0410a to be sure of the correct ending day for your student teaching semester.

Your actual teaching experience will likely vary from this model. The key point is to ensure, as much as possible, a smooth transition for both you and your CT as you exchange primary responsibility for leading teaching and learning in the classroom. The students in the classroom are the focus. As a secondary student teacher, you should assume full teaching responsibility for a complete unit of study, normally three-four weeks. Exactly when and how the this unit of study will occur varies. Full teaching responsibility means that you are responsible for teaching the full course load of your cooperating teacher during that time. Your college supervisor generally completes a minimum of five and a maximum of six formal, classroom observations.

If you were assigned to do your student teaching at Middlebury Union High School, your student teaching schedule might look something like the chart below. Remember, Middlebury Union Middle School, Mount Abraham High School in Bristol, and Vergennes High School have different daily schedules. Hence, if you are assigned to one of those schools your teaching schedule will be different. This is offered simply as a model to help illustrate the nature of assuming, and then relinquishing, teaching responsibilities. Every student teacher's experience will vary somewhat from the model.

Sample MUHS example for student teaching

	Period 1	Period 2	Period 3	Period 4
Week #:	Depending on your content area, assigned classes might include: World History 1 Physics Algebra 1 French 1 Grade 9 English	Depending on your content area, assigned classes might include: World History 1 Physics Algebra 1 French 1 Grade 9 English	PLANNING PERIOD	Depending on your content area, assigned classes might include: World History 2 General Science Geometry French 2 Grade 9 English
1	<i>Observe/Assist</i>	<i>Observe/Assist</i>		<i>Observe/Assist</i>
2	<i>Observe/Assist</i>	<i>Observe/Assist</i>		<i>Observe/Assist</i>
3	<i>Observe/Assist</i>	<i>Observe/Assist</i>		<i>Teach 2 lessons</i>
4	<i>Observe/Assist</i>	<i>Observe/Assist</i>		<i>Teach 2 lessons</i>
5	<i>Teach 1 lesson</i>	<i>Teach 1 lesson</i>		<i>All lessons</i>
6	<i>Teach 2 lessons</i>	<i>Teach 2 lessons</i>		<i>All lessons</i>
7	<i>Teach 2 lessons</i>	<i>Teach 2 lessons</i>		<i>All lessons</i>
8	<i>All lessons</i>	<i>All lessons</i>		<i>All lessons</i>
9	<i>All lessons</i>	<i>All lessons</i>		<i>All lessons</i>
10	<i>All lessons</i>	<i>All lessons</i>		<i>All lessons</i>
11	<i>All lessons</i>	<i>All lessons</i>		<i>All lessons</i>
12	<i>Observe/Assist</i> <i>Finish Grading</i>	<i>Observe/Assist</i> <i>Finish Grading</i>		<i>Observe/Assist</i> <i>Finish Grading</i>

Additional Responsibilities of the Student Teacher

Selecting a Liberal Arts Mentor (LAM)

Once accepted for the professional semester, the student needs to select a Liberal Arts Mentor. In most cases, this is a faculty member from the student's major, who may or may not be the advisor for the student's academic major.

It is the responsibility of the student to meet with his or her liberal arts mentor and discuss the role of the mentor during the professional semester. The hope is that the liberal arts mentor will schedule one visit during the semester. (see Responsibilities of the Liberal Arts Mentor, below).

The Liberal Arts Mentor is intended to serve as an academic resource for the student teacher. Hence, the student teacher should seek out the LAM several weeks prior to the beginning of "max time." In some cases, the academic expertise of the LAM will not match the specific grade level or content area that the student teacher will be engaging. However, the goal of a meeting between the LAM and Student Teacher prior to "max time" is to engage in a conversation around teaching and learning that can be of great help to the student teacher in thinking through his or her lesson plans. Also, and of great importance, by scheduling a meeting **PRIOR** to max time, the student teacher can be sure to inform his or her LAM when a good day for observation might be.

Attendance and Meeting Deadlines

Student teachers are expected to be present and on time every day at their teaching assignments, as well as at seminars, teachers' meetings, conferences, etc. Should illness require absence, the student teacher is expected to inform the cooperating teacher and the college supervisor immediately. **An unexcused or unreported absence may result in termination of the placement. Excused absences must be made up at the end of the semester.**

Throughout the semester, student teachers will be required to complete a number of different tasks, some specifically related to their classroom teaching assignments, others related to their concurrent seminar and portfolio. In all cases, assignments must be submitted on the date due. Should an exception to a deadline become necessary, a student teacher is expected to receive prior permission, either from the cooperating teacher or the college supervisor, or both.

Observation and Preparation

An important way of getting feedback on one's teaching practice is through direct observation by experienced teachers, college supervisors, liberal arts mentors, and peer student teachers. Such observations can be very informal, as when the cooperating teacher and student teacher share reactions to small-group sessions, or more structured, as when the college supervisor makes his or her scheduled visit. *For scheduled observations, the student teacher is expected to have prepared in advance a detailed lesson plan for the lesson to be observed (See Appendix B). In addition to a copy of this lesson plan, the student teacher should have available for the college supervisor copies of*

all texts or materials that will be used by the students during the lesson being observed. Observations are followed by a discussion and/or written report from the supervisor.

In addition to lesson plans, the student teacher is expected to keep a plan book outlining daily, weekly, and monthly teaching blocks, as well as time schedules and responsibilities for each day.

Other Invited Observers

Student teachers are urged to consider inviting other educators to observe their practice and to reflect afterwards. Peers, building principals and grade level or department colleagues are examples of such invited guest observers.

Weekly Seminars

Concurrent with student teaching, all elementary and secondary student teachers participate in a weekly seminar together. The seminar is designed to provide guidance in curriculum development and its implementation in the elementary and secondary classrooms, and to explore issues related to the teaching process and the profession. Students will construct a Licensure Portfolio, as well as exchange ideas about their student teaching experiences. Topics including technology, classroom management, special education, and assessment will be featured.

Student teachers will keep a reflective journal in which they record summaries of each day's experiences, critical incidents, questions, problems, etc. Excerpts from the journal will often be part of the focus of the weekly seminar and the foundation of entries in the Licensure Portfolio.

Technical support will be given in the use of technology to support both portfolio development and effective teaching. Use of a personal laptop computer is highly recommended.

Formal Evaluation and Assessment During the Professional Semester

Your development as a teacher is formally assessed in five ways throughout the professional semester.

1. *Weekly Seminar*: The one credit weekly seminar (EDST 410) at Middlebury College includes readings and assignments that are assessed on a regular basis. In order to receive a positive recommendation for licensure, students must earn a grade of B or better in EDST 0410. The grade for EDST 0410 represents participation, the quality of reflective collaboration, and timely completion of assignments in seminar.
2. *School Placement*: EDST 0405-0407 and EDST 0415-0417 are the course numbers that refer to the three credits students receive for their student teaching experience. Students are evaluated based on their performance with the students at their particular school. The extent to which students have shown initiative in using resources made available through methods courses, libraries, the cooperating teacher, college supervisor, Education Studies faculty and Liberal Arts Mentor are taken under consideration. As with all programs committed to the development of one's teaching ability, growth over time is also a criterion.
3. *Observations*: Throughout the semester, the college supervisor and others will complete regular, formal observations. Many of these observations will be summarized in writing and given to the student teacher for review. The purpose of these observations is to foster best practice through regular feedback and critique. Observations and reflections by the student teacher on these observations are possible entries for the licensure portfolio.
4. *Midterm and Final Meetings*: During the student teaching experience there are two formal assessments that occur:
 - a. *Mid-term Meeting*: The cooperating teacher, the college supervisor, and the student teacher complete a written midterm evaluation. Charlotte Danielson's Components of Professional Practice (see Appendix D) is used as a framework for the evaluation. The mid-term evaluation provides the opportunity to note progress and make suggestions for the remainder of the student teaching placement.
 - b. *Professional Semester Review Meeting*: The professional semester review meeting is attended by the student teacher, the cooperating teacher, the college supervisor, and the liberal arts mentor. Prior to the meeting, the cooperating teacher completes a written, final evaluation of the student teacher's practices during the professional semester. He or she will provide the student teacher and the college supervisor a copy of the evaluation prior to the final meeting. The final evaluation provides the opportunity to note successes achieved during the student teaching and to highlight focus areas for professional development (see Appendix E).

NOTE: The formal evaluations described above are in addition to the regular, informal feedback and assessment that occurs throughout the semester by the cooperating teacher, college supervisor, and liberal arts mentor.

5. *Level I Licensure Portfolio: Evaluation*

The final draft of the Portfolio is due at the end of the professional semester on the date specified in the syllabus for EDST0410a. A Portfolio Review Committee consisting of the college supervisor and a designated second reader (usually a faculty member of the Education Studies Program) evaluates the portfolio. The student teacher, the college supervisor, and the designated second reader determine the dates of portfolio submission and evaluation. A minimum of two weeks between the date of portfolio submission and notification of the results of the evaluation should be expected. Keep in mind that no one may apply for state licensure without having successfully completed the portfolio requirement. Plan accordingly.

The requirements for the VT Licensure Portfolio as well as the criteria for successful evaluation can be found at:

<https://sites.google.com/site/vermontslicensureportfolio/home>.

The Portfolio Review Committee will read and evaluate the portfolio and make one of three recommendations:

- 1) Approve the portfolio and recommend the prospective teacher for licensure,
- 2) Approve the portfolio and licensure recommendation conditionally—meaning that some sections require minor revision prior to overall approval, or
- 3) Deny the recommendation for licensure.

When a student receives a conditional recommendation, he or she is required to revise the portfolio accordingly. The college supervisor and designated second reader then evaluate the revised sections of the portfolio to determine whether the portfolio has met the standard and the student can be recommended for licensure. A student may be denied the recommendation for licensure when his or her portfolio does not meet a majority of the state standards and the Portfolio Review Committee believes extensive revision is necessary.

Appeals Process

A student teacher may appeal denial of licensure. The Appeals Committee is composed as follows: a faculty member from the Education Studies Program (other than the college supervisor), a cooperating teacher (other than the cooperating teacher who supervised the student teacher), and a teacher from the College (other than the student's liberal arts mentor). The appeals committee will review the student teacher's portfolio, consult with the original Professional Semester Review Committee, and discuss the points of disagreement with the student teacher before making its decision.

Responsibilities of the Cooperating Teacher

The role of the cooperating teacher is unquestionably one of the most demanding and important components within an effective student teaching program. As any experienced teacher knows, the task of assisting the beginning student teacher in developing and applying appropriate teaching techniques while simultaneously overseeing the best possible instructional program for his/her own students is complex. Fortunately, for the field of teacher education, there exist teachers with sufficient professional commitment and expertise to be willing and able to assume this vital role. In collaboration with the Middlebury College Education Studies Program, the cooperating teacher, student teacher, and college supervisor, a) shape and plan the student teachers' teaching schedule, b) schedule constructive observations of the student teacher and c) formally evaluate the student teacher's performance.

During the professional semester, the cooperating teacher performs the following supervisory duties, described in the chronological order in which they arise over the course of the student teaching semester.

Before/Upon the arrival of the student teacher

- Provide a dedicated space for the student teacher, such as a desk or table, where the student teacher can store materials for the duration of the semester. Schedule a regular time, semi-formal meeting time to with the student teacher to review/preview the work in progress. This meeting should occur a minimum of once every week.
- Exchange contact information, including home/cell phone numbers in case of emergency. Be sure that the student teacher has been added to the faculty 'phone tree' that is used to share essential information.
- Establish the daily arrival time for the student teacher and orient h/h to building procedures including parking and entering the building.
- Ensure that the student teacher has the necessary name-tag or badge that is required for your school.
- Draft a "Letter to Parents" modeled on the example provided in Appendix A.

Weeks 1-4:

- Even to a careful observer, much of the work of teaching remains unseen because planning happens ahead of time, and even real-time decisions remain invisible because they are made in the teacher's head as a lesson unfolds. As much as possible share your planning, thinking, and rationale for your decisions with your student teacher. It may be helpful to follow a 'brief-teach-debrief' framework in which you provide your student teacher with an overview and/or lesson plan of a lesson, then teach the lesson while the student teacher observes and takes notes or participates with the class, and then debrief what happened in the lesson, provide your rationale and reflection, and allow the student teacher to ask questions.
- Orient your student teacher to the curricular materials you use. Teach student teachers how the information is organized in the "teacher guides" and other resources you use, and explain how you use these in your planning.
- Develop a plan with your student teacher for steadily assuming a greater instructional role in the class. This plan should include explicit dates for which areas will be co-taught and when.
- Lesson planning: Student teachers must write lesson plans using the Education Studies template (Appendix B) for all lessons taught. In the early weeks of the semester (weeks 1-4), this applies to all segments of the day. For elementary teachers this would include those instances when a student-teacher is leading Morning Meeting, Number Corner, or small group work. Student teachers should turn in a lesson plan several days before the lesson to ensure that the cooperating teacher has time to provide feedback and suggest modifications *in advance* of the lesson being taught. Cooperating teachers should, in collaboration with the student teacher, develop a system for the student teacher to submit lesson plans (email, electronic, or hardcopy) and for the cooperating teacher to provide feedback (email, electronic, or hardcopy). The cooperating teacher may request all lesson plans to be turned in on a set day for the subsequent week or establish another routine that meets these criteria.
- More on lesson planning: An area of particular importance and difficulty for novice teachers is anticipating the complexity of the content they are trying to teach and identifying what students will likely find challenging. This is extremely difficult for novices to do without having taught the given topic to the given age level before, and so it is an area to which we call your attention and ask you to share your expertise. Although there may be some aspects regarding behavioral or logistical challenges (for example, when asking students to work in a group for the first time), the focus in this section of the lesson plan should be on what is inherently difficult given the merging of the content area with the developmental level of your students.

Weeks 1-4 continued:

- Questions to talk through with your student teacher in advance of their lesson planning might include:
 - What are common errors or misconceptions within this topic?
 - What are students likely to find challenging?

Discussing this in advance of lesson planning will allow student teachers to think through their content/topic carefully before writing out the steps of the lesson. These are the habits of mind we are trying to develop—habits of mind that keep their focus on student understanding rather than teacher activity.

- Review and provide feedback on all the student teacher's lesson plans in advance of the lesson being taught.
- Observe and provide feedback on the student teacher's classroom teaching. Develop a system for de-briefing following a lesson, which should include time for the student teacher to engage in self-reflection as well as the cooperating teacher to provide feedback.
- Provide weekly assessments of the student teacher's strengths as a classroom teacher and areas of targeted improvement for the subsequent week; these assessments are usually conveyed orally to the student teacher and should take place weekly for the duration of the semester.
- Your student teacher will ask you to take pictures and/or video record lessons for use in the licensure portfolio. We ask that you facilitate that process in whatever manner you deem appropriate.

Weeks 4-5:

- Provide at least two formal observations prior to the midterm. These first two observations would be part of the mid-term evaluation discussion. For a formal observation, the cooperating teacher should use the form in Appendix C. While there will be many possible areas on which to comment, we ask that cooperating teachers carefully select the *two or three areas* that you feel will most contribute to your student teacher's growth as a teacher. We also ask that, while your feedback will no doubt address "classroom management," you spend ample time providing feedback and debriefing about the *teaching of the content* within the lesson. A question to consider is, what will help your student teacher improve h/h teaching of social studies? math? literacy? science? These two guidelines, to 1) focus on two or three aspects of the student teacher's practices and 2) focus on teaching the content apply to debriefing informal teaching observations, as well.

Weeks 4-5 continued:

- Determine, along with the supervisor, the topic(s) that will be covered in the student teacher's unit, which will be taught during her/his two-week full time teaching or 'max time.' The topic/theme should be responsive to the classroom curriculum, the individual students, and the expertise and interest of the cooperating teacher and student teacher. The unit topic/theme needs to be determined in consultation with and approved by the supervisor.
- Unit Planning: Prior to the beginning of 'max time'—the period of time during which the student teacher assumes full responsibility for the class, the cooperating teacher should schedule an extensive planning meeting (2-3 hours) with the student teacher to review plans and expectations. This meeting may take place in one of two ways:
 - 1) off site and on school time if permission for this meeting is granted by the building administrator, in which case the Education Studies Program will cover the cost of the substitute teacher.
 - 2) on a non-school day or after the school day.

The intention of this meeting is to begin the process of unit planning. During the planning, we ask that the cooperating teacher make freely available any materials and ideas that have been demonstrated to be effective in helping students learn the essential content and to also remain open to (but not require) the student teacher to compile an original unit. The goal is to ensure that the unit of study is both responsive to the developmental and curricular needs of the classroom, and challenges the student teacher to integrate previous coursework, knowledge and interests. To be clear, if an original unit of study is appropriate that is fine. However, it is not necessary that a student teacher invent an original unit that has never before been taught by any teacher anywhere—while this is sometimes 'the norm' in the United States of America, no other industrialized nation expects such things from novice teachers. Learning how to utilize existing, well-vetted lessons is a valuable skill for novice teachers to learn—max time is a valuable opportunity to learn such a skill.

- During the planning for the unit, topics to consider discussing include:
 - Identifying extended learning goals,
 - Organizing the introduction to the unit,
 - Clarifying how individual lessons are used to support the extended learning goals and provide a trajectory of experiences to foster student learning; and
 - Developing a culminating experience for the unit.

Weeks 6-8:

- Following the unit-planning meeting, there will still be a substantial amount of work for the student teacher to do. The cooperating teacher and student teacher should continue to check in about the student teacher's progress. Each daily lesson in the unit should be written in advance of beginning the unit. The full unit should be completed and submitted (hard copy or electronically) at least one week before the unit begins so that the cooperating teacher and supervisor have time to provide feedback and suggest modifications.
- Prepare for the mid-semester, three-way conference by completing Appendix D prior to the conference. At the conference, the cooperating teacher, supervisor, and student teacher meet to assess the student teacher's progress based on each person's mid-term evaluation. At this time, all participants review the status of the student teacher with regard to the competencies required for teacher licensure in Vermont and check progress toward the completion of the portfolio.

Weeks 9-11:

- *'Max time' and the role of the Cooperating teacher.* We believe that solo teaching during 'max time' does not necessarily result in improved teaching. Rather, the professional growth of the student-teacher depends on the thoughtful, reflective interaction among the student-teacher, the cooperating teacher, the college supervisor and other professionals. As a result, during 'max time' cooperating teachers are welcome to remain in the classroom in a supporting role. Max time is the student teacher's most substantial amount of time actually teaching, and provides an excellent opportunity to receive feedback from you. At the same time, there are also time periods and, perhaps, full days, when it might be best to allow the student-teacher to 'fly solo.' As always, ongoing formative assessment regarding the student teacher's performance is a key ingredient in determining the best use of the cooperating teacher's time and presence during 'max time.' [Max time is also a good time to have someone running the video camera.]
- Once the unit begins, the student teacher will likely need to modify lesson plans based on the student teacher's formative assessment of students' learning. The lesson plan modifications should be done in consultation with the cooperating teacher at least one day ahead of time. At the conclusion of each day, the subsequent day's lesson plans should be reviewed and any adjustments discussed. If minor, these can be noted with annotations to the lesson plans.
- During 'max time' it is appropriate for the student teacher to ask the cooperating teacher to teach a small group of students (for example as a

“center” activity) to take advantage of having two teachers in the room. These should be included in the student teacher’s lesson plans.

Week 12

- At the conclusion of the professional semester, the cooperating teacher participates in the final evaluation meeting of the Professional Semester Review Committee (see Appendix E) for which meeting he or she provides a written assessment of the student teacher’s classroom practices (Appendix F). The parties involved determine the location of the Professional Semester Review Committee meeting at a time and place of mutual convenience.
 - Finally, after the final review meeting, and often during the actual exam week of the Middlebury College academic calendar, the Education Studies Program organizes an afternoon of summative presentations during which the student teachers present a sample of their work with their students. Cooperating teachers, Liberal Arts Mentors, friends and family are all invited. The Education Studies Program hosts a dinner following the presentations to which all attendees are also invited.
-

Responsibilities of the College Supervisor

The college supervisor serves as a resource person for the student teacher and helps the student teacher integrate his or her past course experiences and learning with student teaching. In addition, the college supervisor makes regular formal observations of the student teacher's practice in order to provide feedback completing 4-6 formal observations over the course of the semester. Before each observation, the student teacher will provide a written lesson plan to the supervisor using the format in Appendix B. The supervisor will establish a routine for how and when lesson plans should be submitted, which at a minimum should be turned in one day before the lesson.

After each formal observation, which will include a written evaluation in the format shown in Appendix C, the college supervisor will discuss with the student teacher the areas of strength and areas for targeted improvement of the lesson observed, encouraging the student to self-evaluate. Through these conferences the student teacher and college supervisor can work together toward planning subsequent teaching experiences.

The college supervisor also works with the student teacher and cooperating teacher to determine and approve the topic/theme of the student teacher's full time unit.

At mid-semester, the college supervisor, the student teacher, and cooperating teacher meet to discuss the mid-term evaluation (see Appendix D).

Along with on-going written and oral feedback, the college supervisor reviews portfolio entries throughout the semester and facilitates the final meeting of the Professional Semester Review Committee that evaluates the practices of the student teacher (Appendix E). In collaboration with a designated second reader, the college supervisor also evaluates the Level I Educator Licensure Portfolio and summarizes the results of both the Professional Review Committee meeting and portfolio evaluation in a letter to the student advising of the decision for licensure.

Responsibilities of the Liberal Arts Mentor

The Education Studies faculty will meet with all the liberal arts mentors early in the semester to review the responsibilities and explain the licensure process.

The role of the liberal arts mentor is threefold:

- The liberal arts mentor will critique the student's teaching at least once during the semester, preferably during the time when he or she is involved in “full-time-teaching.” It is the responsibility of the student to arrange these visits with the liberal arts mentor. A brief written evaluation of these visits, often in the form of an email, are helpful to the student and may be used in his or her licensure portfolio
- Along with the college supervisor and cooperating teacher, the liberal arts mentor may provide assistance to and resources for the student teacher on the design of teaching units and in the development of the licensure portfolio.
- Along with the college supervisor and cooperating teacher, at the end of the semester, the liberal arts mentor will attend the Professional Semester Review Committee meeting to evaluate the overall student teaching practice (Appendix E).

The liberal arts mentor and the student teacher may also work together on a “teacher as researcher” project in which a topic of mutual interest to both the liberal arts mentor and student teacher is explored in the classroom and presented in the student teacher’s portfolio. Topics that explore the interplay of theory and practice are especially encouraged.

The Education Studies Program hopes that liberal arts mentors will serve periodically on the Education Studies Program Committee which reviews applications for the professional semester and provides substantive advice on ways to improve the teacher preparation programs and the coordination between the academic departments and teacher education.

APPENDIX A

Sample Letter to Parents

DATE

Dear Parents of Cornwall's 3rd and 4th graders,

Welcome back to another exciting school year at Bingham Elementary School! For the next four months it will be my pleasure to be student teaching in your child's classroom. My name is Heather Harken and I am a senior at Middlebury College. Over the past three years here, I have been studying to become an elementary school teacher. I have spent time working with teachers in grades 1-5 at Bridport Central School, Mary Hogan School, and St. Mary's School. Beyond the school year, I have spent the past four summers working with children as well. My love for swimming led me to coach a summer swim team in my hometown on Long Island for the three summers right after high school. This past summer I was ready for a new experience, and I was lucky enough to teach at a summer program for international students hoping to improve their English speaking abilities.

Now, after those wonderful teaching experiences, I will complete a semester of student teaching in hopes of becoming a certified teacher. This semester, I will spend every day in the classroom learning from the fine examples set by your child's teacher, Janne Giles. After gaining experience by teaching some lessons myself, I will pull together a portfolio demonstrating my teaching abilities and experiences. In preparation for this portfolio, I may take some pictures or videos of the students partaking in various lessons. If you have any questions about this process, please feel free to ask!

I will be at back to school night next week and hope to be able to introduce myself to you in person! I am very excited to get to know your child over the next four months!

Sincerely,

Heather Harken
Middlebury College Student Teacher

APPENDIX B

Middlebury College Lesson Plan Format

Student Teacher	Date
Course	Lesson _____ of _____
Unit	Today's topic

Procedures	Rationale
The central question you are working on today is:	Specific rationale for your question and the relevant Standards:
Today's instructional goal:	Anticipation of complexity: What do you anticipate will be intellectually or academically challenging for your students?
What are your students going to do to demonstrate understanding of your goal?	
Beginning/Introduction Middle End	Given the anticipated complexity what sequencing/scaffolding have you done?
What students need for the lesson:	What steps did you take to ensure that all students were able to access the materials and demonstrate their understanding? (What considerations regarding specific learning needs, group work, or physical movement in the classroom had to be addressed?)
Assessment: Formative and Summative	
<i>Self Assessment and reflection:</i> Simple, all-inclusive question: "How did it go?" From here there are many avenues of exploration. For example, What do you mean by 'it'? What did your students learn? Was the 'standard' met? Was your lesson too ambitious, not sufficiently challenging, just right? Based on what evidence? Were there hidden objectives that, now that the lesson is over, you realize you cared about more than the explicit objectives you wrote about above? How so and why did those hidden objectives matter to you? What would you differently next time and why? What would you do exactly the same way and why?... What else?!	

APPENDIX C

Formal Observation Form

[To be clear: This is simply the suggested format, not the actual form on which to write.]

Student Teacher:

School & Grade:

Lesson content area/topic:

(Note: Attach lesson plan)

Observation by:

Date:

Description of lesson: *(Observational notes. What the teacher and students said and did)*

Feedback¹:

Areas of Strength: *(Select 2 or a maximum of 3 areas of focus)*

Things to consider: *(Targeted areas for improvement: Carefully select the two or three areas that you feel will most contribute to your student teacher's growth as a teacher)*

¹ While some of your feedback may be about classroom management, spend ample time providing feedback and debriefing about the *teaching of the content* within the lesson. A question to consider is, what will help your student teacher improve h/h teaching of social studies? math? literacy? science?

APPENDIX D

Mid-term Evaluation

The purpose of the midterm conference is to discuss the progress of the student teacher in the professional semester, and to develop goals based on strengths and areas for growth in each of the four domains of professional practice. Please use these “Components of Professional Practice” to guide your writing of a brief narrative. The three completed evaluations (one from the student teacher, the cooperating teacher, and the college supervisor) will provide the basis for the midterm conference discussion. (Enhancing Professional Practice: A Framework for Teaching, by Charlotte Danielson, ASCD 1996, pp. 3-4.)

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
Component 1a: Demonstrating knowledge of content and pedagogy; Knowledge of Content and content-related pedagogy.	Component 2a: Creating an Environment of Respect and Rapport; Teacher interaction with students Student Interaction.
Component 1b: Demonstrating Knowledge of Students Knowledge of characteristics of age group; students' varied approaches to learning; students' skills and knowledge; students' interests and cultural heritage.	Component 2b: Establishing a Culture for Learning Importance of the content Student pride in work Expectations for learning and achievement
Component 1c: Selecting Instructional Goals Value; Clarity Suitability for diverse students	Component 2c: Managing Classroom Procedures Management of instructional groups; transitions; materials and supplies Performance of non-instructional duties Supervision of volunteers and paraprofessionals
Component 1d: Demonstrating Knowledge of Resources Resources for teaching; Resources for students	Component 2d: Managing Student Behavior Expectations; Monitoring of student behavior Response to student misbehavior
Component 1e: Designing Coherent Instruction Learning activities; Instructional materials and resources Instructional groups; Lesson and unit structure	Component 2e: Organizing Physical Space Safety and arrangement of furniture Accessibility to learning and use of physical resources

Mid-term Evaluation (Appendix D) continued

Domain 3: Instruction	Domain 4: Professional Responsibilities
<p>Component 3a: Communicating Clearly and Accurately</p> <p>Directions and procedures</p> <p>Oral and written language</p>	<p>Component 4a: Reflecting on Teaching</p> <p>Accuracy</p> <p>Use in future teaching</p>
<p>Component 3b: Using Questioning and Discussion</p> <p>Techniques; Quality of questions; Discussion techniques</p> <p>Student participation</p>	<p>Component 4b: Maintaining Accurate Records</p> <p>Student completion of assignments; progress in learning</p> <p>Noninstructional records</p>
<p>Component 3c: Engaging Students in Learning</p> <p>Representation of content; Activities and assignments</p> <p>Grouping of students; Instructional materials and resources; Structuring and pacing</p>	<p>Component 4c: Communicating with Families</p> <p>Information about the instructional program; individual students; Engagement of families in the instructional program</p>
<p>Component 3d: Providing Feedback to Students</p> <p>Quality: accurate, substantive, constructive, and specific</p> <p>Timelines</p>	<p>Component 4d: Contributing to the School and District</p> <p>Relationships with colleagues; Service to the school</p> <p>Participation in school and district projects</p>
<p>Component 3e: Demonstrating Flexibility and Responsiveness; Lesson adjustment; Response to students</p> <p>Persistence</p>	<p>Component 4e: Growing and Development Professionally</p> <p>Enhancement of content knowledge and pedagogical skill</p> <p>Service to the profession</p>
	<p>Component 4f: Showing Professionalism</p> <p>Service to students</p> <p>Advocacy</p> <p>Decision-making</p>

APPENDIX E

Agenda for the final Professional Semester Review meeting.

Committee Members: Cooperating Teacher(s), Education Studies College Supervisor, Liberal Arts Mentor, and, when available, the Director of Education Studies.

Part 1: Student Teacher Opening Presentation (15 minutes)

The student is free to structure this presentation on the student teaching experience in any way that he or she would like. To help frame the presentation, the student should include the responses to the following three questions within the presentation:

- If you could choose only one aspect of your student teaching that you think best demonstrates who you are as a developing teacher, what would it be and why?
- What is important about you as a teacher that a portfolio or other documentation could never show?
- What would your ideal classroom look like? How would it be similar to or different from your placement classroom?

Part 2: Committee Questions for the Student Teacher (45 minutes)

1. The committee will ask questions that are drawn from the expectations of the Vermont Licensure Portfolio.
2. In addition all students should be prepared to respond to the following questions:
 - What are your strengths in the content area(s) of your endorsement level and how have they been reflected in your teaching practices this semester?
 - How has your content expertise enabled students to meet or exceed the grade level expectations?
 - After a semester of student teaching, what areas of your professional growth would you prioritize, and what are your plans to address those areas?
 - What are some examples of multiple assessment strategies that you have used to evaluate student growth and modify instruction?
3. Any other question or questions that a committee member would like to ask of the student teacher.

Part 3: Review Committee Decision Discussion (15 minutes, without student teacher)

The Committee reviews the total professional semester experience and the student's practices during this meeting and recommends to the Director of Education Studies either to (1) approve the licensure recommendation, pending satisfactory completion of the licensure portfolio or (2) deny the licensure recommendation.

APPENDIX F

Final Evaluation by the Cooperating Teacher

Please complete an evaluation of the student that covers the practices throughout the “professional semester.” There is no set form for this evaluation but here are some guidelines to consider:

Label the document: *Final Evaluation: Professional Semester*

Include: Your name and title (Supervising/Cooperating Teacher), school, grade level/dept.

Student's name

Date

We ask that you organize your remarks to include statements regarding the student-teacher's:

- Content expertise,
- Professional Knowledge/Competence (methods, practices, pedagogy, planning),
- Ability to successfully work with and engage a broad range of learners in his or her classroom,
- Ability to work with and engage the range of expertise of colleagues in the building,
- Advocacy of students—this might include discussion of things the student teacher might have done outside the normal classroom routine (clubs, sports, after school programs, theatre, etc.),
- His or her ability to maintain clear, ethical standards for him or herself as well as the students in the classroom; and
- Any areas of concern and/or targeted areas for future growth.

In the past, most of these evaluations have been 2-3 typed pages in length.

Please feel free to contact us should you have any questions.
