

HANDBOOK  
FOR STUDENT TEACHING

A GUIDE FOR STUDENT TEACHERS,  
COOPERATING TEACHERS, AND UNIVERSITY  
SUPERVISORS

VALLEY CITY STATE UNIVERSITY  
VALLEY CITY, NORTH DAKOTA

The Division of Education and Psychology at Valley City State University believes that an effective teacher is one who is able to establish rapport with students and provide a nurturing and caring environment conducive to personal development. The teacher should be a person who has a love for learning and an adequate command of basic communication skills, as well as reasonable knowledge and skills in a field of study. An effective teacher should also be able to activate student energy to work toward a more just and humane social order.

The content of the teacher education curriculum at Valley City State University reflects what effective teachers need to know and should be able to do. The curriculum is designed to provide and develop the appropriate skills, knowledge and attitudes needed by teachers. Clinical experiences, tests for admission to teacher education, and tests for licensure contribute to the screening and evaluation of preservice teachers.

The goals for student teaching at Valley City State University are achieved through the policies and procedures presented in the student teaching handbook. By following the ideas and procedures presented in the student teaching handbook, it is expected that the student will successfully complete student teaching and continue to grow and develop toward becoming a more effective teacher. The model that explains the Teacher Education Program at VCSU appears in the beginning of this handbook.

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Director of Student Teaching

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# VALLEY CITY STATE UNIVERSITY

## Teacher Education Program

### Mission and Objectives

The mission of the Division of Education and Psychology is to prepare preservice students to become competent teachers capable of making sound decisions in the areas of elementary education, secondary education, early childhood, reading, and psychology. Preservice students need to be skilled in teaching and guiding students from varying backgrounds who possess a multitude of unique experiences, strengths, and needs. The Division's program is built upon the belief that competent teachers are knowledge-based decision makers. This is reflected in the program's goals and objectives.

### Goals

The broad goal of the teacher education program at Valley City State University is to prepare entry-level teachers who: (1) are capable of teaching and guiding students of varying backgrounds, strengths, and needs; (2) are competent decision makers; (3) skilled in planning, implementing, and evaluating learning experience for students; (4) view decision making as a reflective process; and (5) accept the view that professional growth and development is an on-going, never-ending process.

The teacher education program can be described as having three major domains. The overall goal of each is as follows:

Domain I - General Studies: To help preservice teachers acquire a broadly-based liberal arts education needed in order to function as informed members of our society and within the teaching profession.

Domain II - Specialty Studies: To prepare preservice teachers who possess strong backgrounds within each subject area they will teach.

Domain III - Professional Studies: To prepare preservice teachers who are able to function effectively in a variety of educational settings and with students of diverse backgrounds, abilities, and needs.

### Abilities

The following twenty objectives provide direction for the design of the teacher education program. The program is designed to prepare entry-level teachers who:

1. are competent in the communications skills of listening, reading, writing, and speaking;
2. possess the content knowledge, curricular view, and pedagogical skills needed to be effective teachers in their specialty fields;
3. possess an understanding of the leading theories of human learning and behavior;
4. are able to effectively plan and implement learning experiences which provide for students' individual needs, interests, and learning styles, including those of exceptional and minority culture students;
5. can effectively use a variety of teaching strategies;
6. have knowledge of teaching/learning strategies which promote the ability of students to think critically;

7. are aware of the importance of teachers modeling methods and techniques, which they want their students to learn and use;
8. possess the knowledge of how to motivate students to want to learn;
9. can effectively use modern technology to enhance student learning;
10. believe in the critical importance of basing professional practice and decisions on research, the writings of theorists, an accepted professional practice;
11. can utilize a variety of procedures to evaluate students' learning necessary for professional decision-making;
12. possess a basic understanding of the various stages of human growth and development;
13. strive to develop within students the disposition that learning is a life-long pursuit;
14. respect the rights and privacy of students and conduct themselves in ways consistent with their responsibility of helping to prepare people for a productive life in our democratic and pluralistic society;
15. have an awareness of the importance of helping students develop and maintain positive self-concepts;
16. are aware of the importance of professional and personal characteristics of effective teachers, such as dedication, enthusiasm, cooperativeness, responsibility, and ethical behavior;
17. possess the knowledge and skills to be effective classroom managers;
18. possess the ability to effectively communicate with learners, parents, other educators, and members of the community-at-large;
19. are knowledgeable about the school as an institution in American society, including the historical, sociological, philosophical, and political foundations of education; and
20. are reflective thinkers who possess the philosophy that professional development is an on-going, never-ending process.

### **Decision Making**

The decisions that are made relate basically to three teaching functions: (1) planning, (2) implementation, and (3) evaluation.

#### **Planning**

While planning, the teacher must make decisions regarding goals and objectives, the degree of background building required, specific materials and methods to use, to name a few.

#### **Implementation**

The implementation function is that which requires the teacher to carry out the plans that have been made. During the actual teaching phase numerous decisions need to be made. Often times, they need to be made quickly as the teacher responds to students' reactions, comments, and instructional needs. As a result, modification of prepared plans becomes the rule rather than the exception. Examples of models of instruction are discussed later.

**Evaluation**

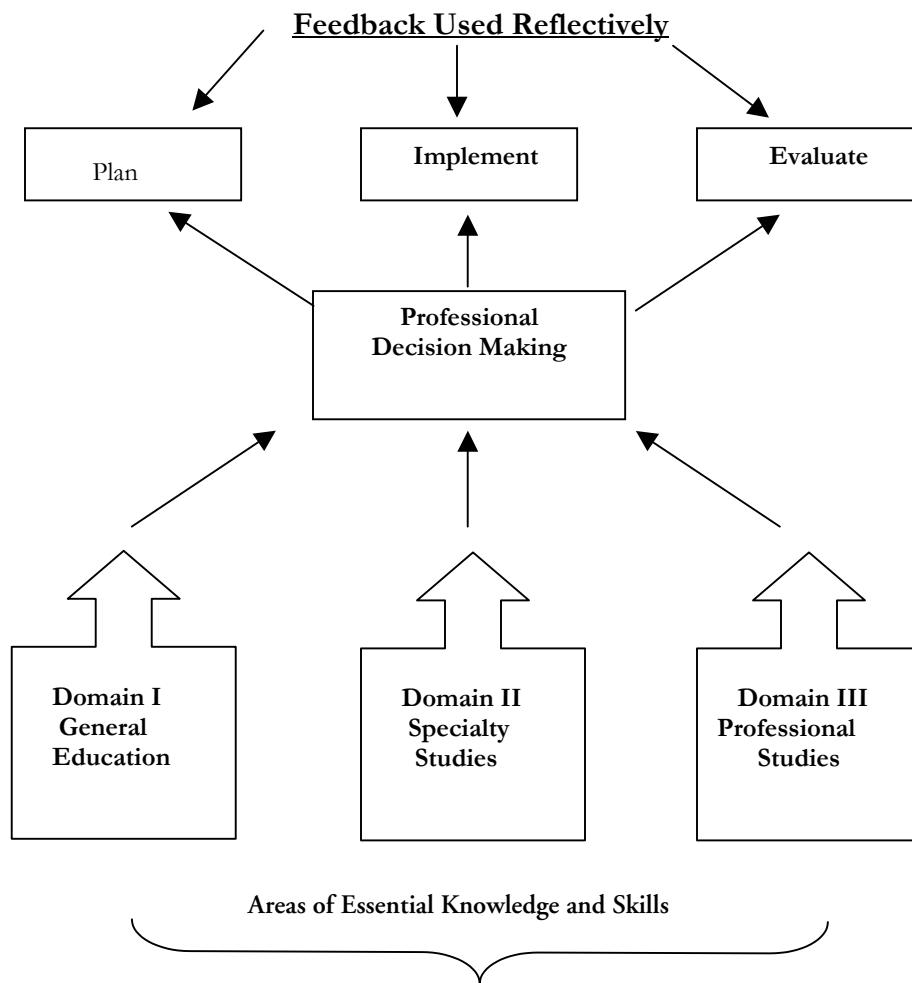
During the evaluation phase of decision making the teacher needs to determine the degree to which the instructional objectives were attained. What and to whom re-teaching is required, recording information, and reporting progress are some of the areas within the evaluation phase of decision making.

**Reflection**

Planning, implementation, and evaluation are done by using feedback in a reflective manner. During the entire process it is essential the decision maker realizes that professional growth and development is continuous.

**VALLEY CITY STATE UNIVERSITY  
TEACHER EDUCATION MODEL**

Essential Personal Disposition: That Professional Development is Continuous



Theme: Teacher As A Knowledge-Based Decision Maker

**The teacher education unit provides preservice student with varied models of instruction.**

The Teacher Education faculty utilize a variety of teaching methods. Faculty systematically select the models of instruction that are best suited for the courses they teach. Frequently, models of instruction will be combined depending upon the course objective(s), the personality of faculty members, and the needs of the students. The instructional models used by the faculty in the unit are briefly described.

The lecture method is a common model used at the University but is usually associated with lower levels of cognition. With this method, learners are viewed, primarily, as receivers of knowledge. Besides live teacher lectures, the method also involves special technology such as television and computers.

The guided discovery method is used to promote learning outcomes involving application and analysis. The instructor uses this method to guide the student to desired responses and outcomes. Questioning techniques are an important part of the method of instruction gives the instructor an opportunity to model this method. Instructors must utilize effective questioning strategies and strive to obtain active student participation and interaction.

Inquiry learning is considered one of the most intellectually stimulating and valuable modes of learning. It is associated with the synthesis and evaluation levels of cognition. Inquiry involves students in identifying content-related problems, generating hypotheses or tentative solutions to the problems, gathering and analyzing data to arrive at a tentative conclusion. The inquiry strategy is an excellent means of helping students develop decision making and independent learning skills and provides them with an opportunity to practice higher order thinking skills.

Mastery learning is an individual approach that lends itself to implementation in a traditional environment. The mastery model begins with the preassessment of the student's knowledge or ability followed by instruction leading to the mastery of the learning objective(s). The evaluation phase of mastery learning enables the teacher to determine whether or not the student has mastered the material and is ready to go on. Mastery learning, with its alternative learning activities, is also an effective way to provide for learning opportunities compatible with the learner's unique learning style. An important aspect of the mastery-learning model is that it supports our basic three-phase teaching model consisting of planning, implementing and evaluating learning experiences for students.

Cooperative learning is a teaching/learning strategy that fosters group cooperation and interaction among students. Cooperative learning strategies encourage students to work together and promote positive intergroup attitudes.

Reflective teaching is the final element within our knowledge based decision maker model. It supports the view that professional development is a life-long process. We agree with John Dewey (1933) when he stated, "we do not actually learn from experience as much as we learn from reflecting on experience." In the beginning stages of the program, reflection on the process of teaching/learning happens through early field experiences, videotaping of classroom learning activities, and microteaching. Student teaching is the final field experience in which teaching and learning is followed by reflective thought, which often leads to re-planning, re-teaching, and re-evaluation.

### Delivery of Curriculum

The program provides an opportunity for enrollees to acquire entry-level teaching knowledge and skills through university courses, clinical experiences, and field experiences. Some of the clinical types of experiences take place in university classrooms, but the majority occur in grades K-12 public school classrooms.

Field Experiences commence during the sophomore year and continue through the senior year. Student teaching, a ten-week experience, is completed during the senior year and is the apex of the entire teacher preparation program.

Courses and field experiences are organized into three broad areas--foundation studies, specialty studies, and professional studies. The preparation of preservice teachers is closely guided by the university faculty and cooperating public school classroom teachers. A carefully designed method to provide instruction and experiences includes a multi-method system to provide feedback to and evaluation of the preservice teachers' learning and performance.

## TERMINOLOGY

**Student Teacher** - a university student who has been assigned to a cooperating school by a teacher-preparation institution to acquire practical teaching experience during a specific period of time, under the direction of one or more cooperating teacher(s) and a university supervisor.

**Cooperating Teacher** - a fully qualified teacher in public school who guides the development of, and assists with the supervision and evaluation of, a student teacher.

**University Supervisor** - a professionally qualified representative of VCSU, who visits, consults with, and evaluates the progress of, a student teacher during the student teaching practicum in the cooperating school.

**Cooperating School** - a public school that works jointly with the university to direct the teaching activities of a student teacher.

**Student Teaching** - a period of directed teaching experience under the guidance of a cooperating teacher and a university supervisor.

## **ADMISSION TO STUDENT TEACHING**

Applications for student teaching must be made on forms obtained from the Director of Student Teaching during the semester preceding the semester in which the student teaching is to be completed.

The following areas are considered when screening applicants for student teaching: grade point average, physical fitness, faculty evaluations, evaluations of performance in Introduction to Elementary and Secondary School Teaching and in Practicum experiences, written expression, speech ability, social recommendation from the Dean of Students, Division Chairperson approval, and completion of an interview with the Director of Student Teaching. It is the policy of the Teacher Education Committee that students must receive acceptable recommendations from all pre-student teaching field experiences. The Teacher Education Committee makes the final decision approving applicants for student teaching. Students will be required to complete a portfolio to be recommended for licensure in North Dakota.

Students preparing for student teaching must follow education policy by applying for admission to student teaching in the Education Office. Once an assignment has been made, the student teacher, the cooperating teacher, and the university supervisor will be asked to sign an agreement to work toward successful completion of the student teaching experience.

## **ASSIGNMENT OF STUDENT TEACHERS**

Student teaching assignments are made through the combined efforts of the Director of Student Teaching, representatives of public schools, and the approval of the Teacher Education Committee. Accredited schools in the Valley City area have agreed to serve as cooperating schools. In making student teaching assignments, first consideration will be given to obtaining a location that will provide the best possible educational experience for the student teacher.

Valley City State University communicates its goals for student teaching and other field experiences through a collaboration committee in the Valley City area, and through liaison teachers and/or school administrators in the surrounding area schools.

## **SELECTION OF COOPERATING TEACHERS**

Through the efforts of Valley City State University student teaching personnel and cooperating school personnel, cooperating teachers are selected who will best facilitate the professional growth of the student teacher. A cooperating teacher is an experienced practitioner who has volunteered to accept this added responsibility and is capable of providing the optimum learning experience and guidance for a particular student teacher. The cooperating teacher must meet the requirements of the North Dakota Student Teacher Guidelines. Cooperating teachers will be asked to review the responsibilities of a cooperating teacher, as presented in the Handbook for Student Teaching, and sign an agreement to cooperate in the student teaching program. The agreement will help delineate the roles of the parties involved in the student teaching assignment.

## STUDENT TEACHER

### **A. Orientation to the Public School**

Student teachers will receive written notice of their assignment to the cooperating school, the grade level or subject area, the cooperating teacher, and the university supervisor. The student teacher will arrange to visit the cooperating school and meet the cooperating teacher prior to the beginning of the student teaching experience. This conference provides an opportunity for the student teacher to become acquainted with the cooperating teacher, and become oriented to the operation of the cooperating school. The parties will discuss expectations and goals for the student teaching experience at this initial meeting. At the beginning of student teaching, the student teacher should:

- 1) become acquainted with the cooperating teacher.
- 2) meet the school superintendent and/or building principal.
- 3) be introduced to other classroom teachers, special education teachers, librarian, school counselor, school secretary, and custodian.
- 4) become familiar with school policies.
- 5) memorize the daily schedule.

### **B. Observation Period**

During the observation period, the student teacher should be alert to the interactions within the classroom situation; the student teacher can gain insight into:

- 1) techniques for developing rapport with students.
- 2) various teaching styles.
- 3) learning styles.
- 4) organization of classes.
- 5) techniques of classroom management.

### **C. Participation**

The participation period will undoubtedly overlap with the observation period. During this time, the prospective teacher will assist the cooperating teacher with a variety of activities leading up to actual teaching. Particularly important are participatory activities in which the student teacher may:

- 1) assist in daily routine activities.
  - a. take lunch count
  - b. take attendance
  - c. greet students at the door
  - d. dismiss at the end of class period or the day
  - e. announce school events
- 2) aid individuals and small groups.
- 3) assist in preparation for class work by.
  - a. developing bulletin boards
  - b. duplicating seat work
  - c. using technology materials
- 4) set up equipment.
- 5) set up learning centers.
- 6) read a story or poem to students.
- 7) assist with testing and scoring of tests.
- 8) share duties for lunch, playground, hall, chaperone.
- 9) attend school-wide meetings.
- 10) assist with school projects.
- 11) supervise student activities and clubs.

**D. Teaching Situations**

The amount of time a student teacher spends observing and participating in the classroom before moving into actual teaching will vary according to the situation. The cooperating teacher and student teacher will mutually decide when the student teacher is ready to assume teaching responsibilities, by reviewing the student teacher's initiative, knowledge of subject matter, willingness to accept responsibility, planning ability, and overall readiness. Generally, student teachers will teach full time for a week and occasionally two or three weeks. This decision should be based on the successfulness and effectiveness of the student teacher. Five-week student teaching assignments will require time adjustments accordingly.

**E. Planning Experiences**

Planning, implementing and evaluating are the basis of all effective teaching. The student teacher will develop skill in writing clear lesson plans, provide a variety of appropriate learning experiences, and will develop valid and reliable methods of evaluation.

1. In planning, the student teacher
  - a) develops lesson plans for all lessons taught.
  - b) submits lesson plans to cooperating teacher for approval.
  - c) collects lesson plans for review by university supervisor.
  - d) compiles a log which includes lesson plans used during the semester, teaching units, and teaching materials (handouts, worksheets, etc.) that would be useful in the future. Lessons and units may be used in a portfolio
  - e) reviews lesson plans with cooperating teacher or college supervisor.
  - f) considers interest of students.
2. In Implementing, the student teacher
  - a) provides an effective introduction.
  - b) follows the lesson plan sequence in instruction.
  - c) meets the students' developmental needs.
  - d) displays enthusiasm.
  - e) provides directions/explanations in a clear, direct manner.
  - f) uses positive and productive classroom management techniques.
  - g) makes effective use of A-V technology materials.
  - h) demonstrates effective questioning skills.
  - i) utilizes opportunities for impromptu teaching.
  - j) applies closure techniques.
  - k) demonstrates an understanding of diverse cultures.
  - l) is aware of classroom environmental factors.
  - m) shows resourcefulness, initiative, and achievement.
3. In evaluating, the student teacher:
  - a) checks for understanding.
  - b) determines students' attainment of key objectives.
  - c) reteaches when necessary.
  - d) shares evaluation results with students in appropriate manner.
  - e) uses diagnostic procedures and plans remediation for learner.

- f) reviews student progress and grading system.
- g) uses self-evaluation and review of personal effectiveness.
- h) uses reflective thinking process.

**F. Personal Habits and Housing**

The student teacher should use common sense in all interactions and relationships while in the pre-professional, student teaching experience. The student teacher should remember that he or she carries the reputation of Valley City State University in all dealings in the local community, and becomes a member of the team of the local school. In this position, the student teacher must try to build the best impression through conscious effort.

Things to remember:

- 1) The student should realize that student teaching is a full time commitment. During the semester, the student should not allow university classes, part-time jobs, travel, or other university activities to interfere with student teaching.
  - 2) Report illness to the school administrator and cooperating teachers as soon as possible when you become ill. The student teacher should notify the Valley City State University Student Teaching Office if an illness, injury, or personal problem causes the student teacher to be absent for more than one day. The student teacher may be required to make up days absent from student teaching.
- 3) It is the student teacher's responsibility to provide housing during student teaching.
- 4) Purchase of liability insurance is required. Membership in student NEA provides coverage; however, the student may obtain insurance from a private agency. Verification of insurance coverage is required.
- 5) Commuting to the city in which the student teacher is assigned is discouraged. There may be instances in which it is permissible to commute depending upon the conditions and needs of the student. However, because of weather and travel conditions, commuting generally is inadvisable.
- 6) All student teaching activities involving students should be conducted in a highly responsible and professional manner.
- 7) Student teachers will follow the University calendar for beginning and ending the semester of teaching. Students will follow the public school's holiday schedule during the semester of student teaching.
- 8) The final evaluation will be completed by the cooperating teacher. The cooperating teacher may consult with the university supervisor or the student teacher. The final evaluation form will be sent to the VCSU Placement Office for inclusion in the student teacher's placement file. Criteria for certification recommendation may be found in the appendix. The procedure to appeal decisions related to student teaching is explained in the University supervisor's section of this Handbook.

**G. Student Teaching Out-of-State/Out-of-Country**

- 1) Student teachers requesting student teaching out-of-state must meet the following criteria:
  - a. have a good academic record and potential for success.
  - b. have a strong record of performance in pre-student teaching field experiences.
  - c. have appropriate career oriented reasons necessitating the out-of-state or out-of-country placement.
  - d. have confirmation of credible cooperating school and teacher.
  
- 2) Fees and arrangements:

Students seeking student teaching out-of-state or out-of-country will be required to do the following:

  - a. pay any additional expenses beyond regular tuition and fees, including travel, housing, and supervision.
  - b. locate housing and transportation in the community.
  - c. provide addresses and phone numbers of local school districts and universities that have teacher education programs.
  - d. be approved by the Teacher Education Committee.

## COOPERATING TEACHER

The cooperating teacher is in a unique position to facilitate the professional growth of the student teacher through a successful and satisfying student teaching experience. The cooperating teacher can demonstrate in a practical way the many challenges of teaching, the responsibilities that must be assumed, and the magnitude of the job. Much of the success of the student teaching experience depends upon the development of a close relationship between the cooperating teacher and the student teacher.

The cooperating teacher also has the responsibility of communicating the progress of the student teacher to the university supervisor. The cooperating teacher and university supervisor must work effectively together to facilitate a successful student teaching experience.

The cooperating teacher must meet state guidelines for a cooperating teacher, and be recommended by the school administration.

### **A. Interpersonal Relationship with Student Teacher**

The orientation period affords the cooperating teacher an opportunity to dispel some of the anxieties that the student teacher may possess. The cooperating teacher should:

- 1) become acquainted with the student teacher's personal and educational background.
- 2) accept the student teacher as a co-worker, but recognize the leadership responsibilities required to be a cooperating teacher.
- 3) Welcome and introduce the student teacher to student and staff.
- 4) provide information concerning school policies and regulations.
- 5) be available for support, suggestions, and conferences.
- 6) notify the university supervisor of progress or concerns.

### **B. Classroom Procedures and Techniques**

The cooperating teacher serves as a model for the student teacher by developing insight into successful teaching styles, providing an understanding of the teaching-learning process, and enhancing understanding of teacher-pupil relationships. To introduce classroom procedures and techniques, the cooperating teacher can:

- 1) demonstrate successful planning and teaching styles.
- 2) point out variety in methods of presentation.
- 3) Give support for stress the use of a variety of materials including technology
- 4) exhibit skill in effective classroom management.

- 5) give suggestions in matters of discipline.
- 6) demonstrate and review effective evaluation techniques.
- 7) utilize the reflective thinking process.

**C. Guidance of Student Teaching**

A cooperating teacher should provide an atmosphere which is conducive to personal exploration, allows freedom to experience trial and error, and further the discovery of effective teaching techniques. Careful planning is necessary to guide the student teacher in developing an effective and personalized teaching style. The cooperating teacher should:

- 1) acquaint the student teacher with routine matters.
- 2) share in planning, implementing, and evaluating strategies.
- 3) delegate teaching duties gradually.
- 4) encourage student teachers to develop and implement their own ideas.
- 5) provide continuous feedback.
- 6) cooperatively help set personal goals and formulate a philosophy of education.
- 7) exhibit professional attitudes.

**D. Evaluation of the Student Teacher**

Evaluation of the student teacher must be a continuous and on going process throughout the student teaching experience. The main purpose of evaluation is to provide the student teacher with verbal and written feedback so he or she recognizes strengths and weaknesses and can set goals for improvement in areas of weakness. Cooperating teachers are urged to hold three way conference sessions with the student teacher and university supervisor to provide feedback and evaluation of performance. Cooperating teachers are asked to complete evaluation forms on the student teacher's performance (see appendix). These forms indicating areas of strengths and weaknesses, help the student teacher realize what progress has been made to that point, and what must be done to continue toward successful conclusion of student teaching.

Varied evaluative procedures are utilized by the cooperating teacher.

- 1) Informal evaluation assessments may include the following:
  - a. daily exchange of teaching ideas and suggestions.
  - b. written comments on the student teacher's lesson plans.
  - c. brief conferences following teaching experiences.
  - d. use of audio and video tapes.

- 2) Formal evaluation assessments should include the following:
  - a. prearranged conferences to discuss the student teacher's progress.
  - b. completion of the ongoing student teaching evaluation form (see appendix).
  - c. completion of the final student teaching evaluation form for inclusion in the teacher placement file (see appendix). This form is completed by the cooperating teacher and forwarded to the VCSU Placement Office to become a significant part of the student teachers' credentials. The cooperating teacher and university supervisor should confer as this step is completed.

## UNIVERSITY SUPERVISOR

The university supervisor is assigned by the Director of Student Teaching to serve as a coordinator between the university and the cooperating school. A basic responsibility of the university supervisor is to foster a friendly, cooperative, and effective working relationship. The university supervisor will review the supervisor's responsibilities, as stated in the Handbook for Student Teaching and complete the agreement to work for a successful student teaching experience.

It is important for the university supervisor to:

### **A. Communicate Student Teaching Objectives**

The university supervisor will communicate and promote the objectives of the student teaching experience to cooperating school personnel.

### **B. Serve as Liaison**

An important role of the university supervisor is to serve as a link between the university and the cooperating school, cooperating teacher, and student teacher. The visits of the supervisor help to maintain unity of action in the overall student teaching experience.

### **C. Assist Cooperating Teacher**

The university supervisor is in a position to assist the cooperating teacher in guiding the student teacher. The supervisor can help focus purposeful conferencing, assist in resolving problems that may develop in the program, and participate in three-way conferencing.

### **D. Act as Resource Person**

An area where the university supervisor can be of special service to the cooperating teacher and student teacher is in the role of resource person. The supervisor can:

- 1) share innovative methods, procedures, and materials.
- 2) share research findings and current trends.

### **E. Provide Guidance for Student Teacher**

Although the cooperating teacher carries the major responsibility for guiding the development of the student teacher, the university supervisor also plays an important role in providing guidance. The supervisor will:

- 1) make regular classroom visits.
  - a. minimum of four observations during 10-week student teaching assignment
  - b. have a conference after each observation.
  - c. complete written evaluation for each visit.
- 2) offer praise and encouragement.
- 3) offer tactful and constructive criticism.
- 4) provide any assistance requested.
- 5) inform a student teacher of personal habits or practices that may be interfering with successful student teaching.

**F. Evaluation Performance of Student Teacher**

The university supervisor and the cooperating teacher share the responsibility of evaluating the student teacher.

The university supervisor will:

- 1) encourage triad conferences between the student teacher, cooperating teacher, and university supervisor.
- 2) confer with the cooperating teacher regarding the student teacher's progress.
- 3) be available for special consultation and additional observations, if needed.
- 4) arrange for a reassignment of student teacher if need arises.
- 5) recommend removal of a student teacher that, for a variety of reasons, is not capable of handling the classes, is not prepared in a subject area, or has not the personal characteristics necessary to deal effectively with students. This decision will be made jointly with the cooperating school, the Director of Student Teaching, and the student teacher. Student teachers may appeal any decision in writing to the Teacher Education Committee. Students wishing to appeal any recommendation of the Teacher Education Committee or a decision of the Division Chair should consult the Student Handbook, which details final appeals procedures under the University Hearings and Appeals Board.

## FINAL COMMENTS

This section covers topics, which are of vital interest to the student teacher: legal status, substitute teaching, seminars, visitation to other classrooms, and professional ethics. Cooperating teachers will also find this section informative.

### A. Legal Status of Student Teachers

The state of North Dakota has given legal authority for the student teacher to work in a capacity similar to that of a regular teacher. The student teacher has an obligation to follow instructions and take advice from the supervising teacher and cooperating school administration.

### B. Substitute Teaching

Valley City State University discourages student teachers from being used as substitute teachers for other teachers in the school system in which they are placed.

### C. Seminar Meetings

Seminar meetings are held on campus for the student teachers during the semester to help students successfully complete student teaching. The seminars will be conducted by members of the Division of Education and Psychology faculty.

Topics of immediate relevance and interest are chosen for the seminars and include lesson planning, human relations, pupil evaluation, and classroom management techniques. Student teachers have opportunities to suggest areas to be covered in the seminar.

### D. Visitation to Other Classrooms

Sometime during the student teaching experience, the student teacher should arrange to observe other teachers. Visits to other classrooms will give the student teacher exposure to a variety of teaching styles, methods of discipline, and effective motivational techniques.

### E. Professional Ethics

Student teachers should become familiar with the Code of Ethics as given in the publication "Rules of Procedure and Interpretation of Code of Ethics of the Teachers' Professional Practices Commission." It is expected that student teachers will put the Code of Ethics into practice (see appendix).

**F.**      **Placement**

The Valley City State University Placement Office handles placement of graduates by sending credentials where desired and by assisting individuals in preparing for interviews with school administrators. Most states have similar agencies that handle teacher credentials and school vacancies. For information about the North Dakota Placement Agency, write:

Teacher Placement Division  
North Dakota State Employment Service  
Bismarck, North Dakota 58501

**G.**      **Licensure**

Questions on Teacher Licensure can be answered by contacting the Valley City State University Office of the Registrar or the Education Standards & Practices Board, 600 E Boulevard Avenue, Bismarck, North Dakota, 58505-0440 – addure.

**H.**      **Libraries**

The Valley City State University Library and Curriculum Library have materials available for student teacher use. Student teachers should know what is available to them and use whatever is appropriate. Both the university library and the curriculum library offer increased privileges to student teachers.

**I.**      **Policy for Removal of Student Teacher**

A cooperating school may ask that a student teacher be removed from its school. There is no appeal to this decision.

Student teachers may be removed from student teaching by the university when conditions require. In this case, students should be aware of their rights through the appeals procedure, as stated in the University Supervisor's section (F) of this Handbook.

**J.**      **Special Comment**

The faculty and staff at Valley City State University wish each student teacher the best in the student teaching experience and gratefully thank the cooperating school's personnel for their assistance in this worthwhile program.

# APPENDIX

## SAMPLE LESSON PLAN OUTLINE

- I. **OBJECTIVES:** (What is the purpose of the Lesson?)
  
- II. **INTRODUCTION:** (How will I "open" the lesson? What will I say?)
  
- III. **PROCEDURE:** (What do I need to teach in the lesson? What are the directions? How will I present the lesson? How will I implement the most effective strategies?)
  
- VI. **FOLLOW-UP:** (How will the lesson close? What follow-up activities will I use? Will the lesson be continued?)
  
- V. **EVALUATION, COMMENTS, AND MATERIALS USED:** (Do I have the materials ready to teach the lesson? Did the children understand what the lesson was about? Did the students reach the objective? Did I use the most effective strategies?)

## PETITION AND APPEAL PROCESS FOR TEACHER EDUCATION

Students seeking an exception to policies, regulations, or academic requirements of the Division of Education and Psychology may submit a written petition requesting exemption to the Divisional Appeals Committee. Items, which students may appeal, include requirements regarding the grade point average; competency in reading, writing, mathematics, and speech; record of good conduct; scores of the Pre-Professional Skills Test; and other items as they relate to admission to teacher education. The burden of proof for demonstrating the appropriateness of the request rests with the student.

The Divisional appeals Committee, comprised of three faculty members from the Division of Education and Psychology, will consider the evidence and make a recommendation in the matter. All recommendations and actions of this committee are advisory in nature to the Division Chair who will render a final decision in a timely manner.

Students wishing to appeal any recommendation of the Teacher Education Committee or a decision of the Division Chair should consult the Student Handbook, which details final appeals procedures under the University Hearings and Appeals Board.

## CRITERIA FOR LICENSURE RECOMMENDATION

The Chair of the Division of Education and Psychology makes the recommendation for teacher licensure. In order to be recommended, a student must meet the following requirements:

1. Cumulative grade point average of 2.50 or better
2. Satisfactory completion of all program requirements, as described in the University Bulletin and the Teacher Education Program Handbook.
3. Successful student teaching experience.
4. Successful completion of a digital portfolio.
5. Complete finger printing requirement and licensure requirements

The registrar sends the application to the Education Standards & Practices Board for issuance of a teacher licensure.

EDUC 475, 480, 485, 490, Student Teaching

**Agreement of Duties and Responsibilities:**

This agreement should be completed at the beginning of the student teaching candidates' experience. Return the completed agreement to the Education office at Valley City State University.

Student \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

University Supervisor \_\_\_\_\_

Cooperating School \_\_\_\_\_

Date \_\_\_\_\_

The individuals involved in the student teaching experience have read the responsibilities as presented in the *Handbook for Student Teaching* and have agreed to work toward meeting these requirements.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor Signature

\_\_\_\_\_  
Date

Valley City, North Dakota

**Student Teaching Observation Report**

Student Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_

School \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Date \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

Lesson Topic \_\_\_\_\_

Progress report: 3 signifies “demonstrated progress”, 2 signifies “attempted but not demonstrated”, 1 signifies “not demonstrated”, 0 signifies “no opportunity to demonstrate”

**3 2 1 0 Comments**

**Planning**

- Identifies objectives for instruction
- Prepares appropriate lesson plan
- Shows creativity in lesson design
- Considers students’ interests, needs, abilities
- Assembles all needed materials
- Provides for active student involvement
- Considers appropriate use of reinforcing activities
- Plans for variety of teaching strategies & resources

**Implementing**

- Provides effective introduction
- Follows lesson plan sequence in instruction
- Meets students’ developmental needs
- Speaks clearly and effectively
- Displays enthusiasm
- Provides directions/explanations in a clear, direct manner
- Use positive & productive classroom management techniques
- Makes effective use of technology
- Demonstrates effective questioning skills
- Utilizes opportunities for impromptu teaching
- Applies closure techniques
- Demonstrates understanding of diverse cultures
- Is aware of physical environmental factors
- Understands content of lesson

**Evaluating**

- Checks for understanding
- Determines students’ attainment of key objectives
- Reteaches when necessary
- Shares evaluation results with students in appropriate manner

3	2	1	0	Comments

**Comments:** (Professionalism, Relationships, Attitude)

White Copy to Teacher Education Office  
Yellow Copy to Student Teacher

**EVALUATION OF STUDENT TEACHING PROGRESS**

Please Complete by Week Indicated

Student \_\_\_\_\_ School & City \_\_\_\_\_

Grade or Subject \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

**DIRECTIONS: This form is designed to be used in joint evaluation sessions by the cooperating teacher and the student teacher to evaluate progress in the development of teaching competencies. The form is to be used as a guide for conferences during the Semester. The evaluation should be shared with the university supervisor.**

The following competencies should be covered in the conference. A rating system of 5-1 with 5 meaning 'highly successful' and 1 meaning 'needs improvement' is available. Rate the student teacher by circling the number. Competencies that do not apply may be left blank.

	<u>3 weeks</u>	<u>7 weeks</u>
I. PERSONAL		
A. PERSONAL APPEARANCE Exhibits good taste and neatness in dress; is clean; has no distracting mannerisms.	5 4 3 2 1	5 4 3 2 1
B. CLASSROOM PERSONALITY AND ATTITUDE Is mentally alert; has sense of humor; exercises self-control; is posed and confident; is cheerful; maintains positive attitude; communicates effectively with others.	5 4 3 2 1	5 4 3 2 1
II. PROFESSIONAL		
A. PROMISE OF FUTURE GROWTH Making progress in student teaching; identifying and overcoming weaknesses; building on strengths.	5 4 3 2 1	5 4 3 2 1
B. RESPONSIBILITY AND DEPENDABILITY Carries out assigned tasks; accepts responsibility; volunteers for assignments; shows leadership; is punctual.	5 4 3 2 1	5 4 3 2 1
III. CLASSROOM MANAGEMENT AND TEACHING COMPETENCE		
A. KNOWLEDGE OF SUBJECT MATTER IN TEACHING FIELD Has an understanding and a working knowledge of content in teaching area.	5 4 3 2 1	5 4 3 2 1
B. GENERAL KNOWLEDGE AND INFORMATION Has a wide variety of interests and a broad understanding of social dynamics.	5 4 3 2 1	5 4 3 2 1
C. ABILITY TO PLAN AND ORGANIZE MATERIALS FOR TEACHING PURPOSES Makes adequate plans for teaching; selects materials with due regard for individual differences; organizes materials effectively.	5 4 3 2 1	5 4 3 2 1
D. ABILITY TO IMPLEMENT TEACHING STRATEGIES Has general mastery of methods; is able to create effective learning situations; maintains proper balance between teacher/pupil activity; provides for individual differences and learning styles. Implements appropriate use of technology.	5 4 3 2 1	5 4 3 2 1
E. ABILITY TO EVALUATION TEACHING AND LEARNING		

SITUATIONS	5 4 3 2 1	5 4 3 2 1
Is able to evaluate student progress and attainment of lesson objectives.		
F. USE OF ORAL AND WRITTEN ENGLISH	5 4 3 2 1	5 4 3 2 1
Has ability to present ideas simply and clearly; uses language effectively in and out of classroom; demonstrates proper spelling and grammar.		
G. CLASSROOM MANAGEMENT AND DISCIPLINE	5 4 3 2 1	5 4 3 2 1
Is fair and just in dealing with pupils; secures good working conditions; understands pupils and their needs; is concerned for the physical welfare of pupils; has the interest and cooperation of pupils; develops social responsibility in pupils.		
H. VOICE AND SPEECH	5 4 3 2 1	5 4 3 2 1
Is clear and distinct; has good inflection and modulation; is easy to understand; uses correct pronunciation; is free from irritating speech patterns.		

Other Comments:

**STUDENT TEACHER FINAL EVALUATION FORM**

Student Teacher	Sem/Yr	No. of Weeks	Subject/Grade Taught
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School & Town

University Supervisor

**Under the Family Education & Privacy Act of 1974, the student has the right of inspection and review of this document.**

Directions: For each of the items below, circle the number, which describes the student teacher as a preprofessional. It is very important that the Cooperating Teacher at the end of the student teaching candidates' experience complete this evaluation and return it to the Education office at Valley City State University. Thank you for serving as a cooperating teacher for this VCSU student teacher. We truly appreciate your time and effort in making this experience possible.

	Excellent	Average	Unsatisfactory
<b>I. PERSONAL</b>			
1. Appearance	5	4	3
2. Poise	5	4	3
3. Sense of Humor	5	4	3
4. Sensitivity	5	4	3
5. Disposition	5	4	3
6. Dependability	5	4	3
7. Initiative	5	4	3
8. Tact	5	4	3
9. Emotional Stability	5	4	3
<b>II. PROFESSIONAL</b>			
1. Sense of Responsibility	5	4	3
2. Acceptance of Criticism	5	4	3
3. Cooperation	5	4	3
4. Enthusiasm	5	4	3
5. Attitude	5	4	3
6. Professional Ethics	5	4	3
7. Interest in Teaching	5	4	3
8. Self Improvement	5	4	3
9. Promise of Future Growth	5	4	3
10. Shows Mastery of Content Area	5	4	3
<b>III. CLASSROOM MANAGEMENT AND TEACHING COMPETENCE</b>			
1. Knowledge of Subject Matter	5	4	3
2. Ability to Plan and Organize	5	4	3
3. Ability to Implement Appropriate Teaching Strategies and use of technology.	5	4	3
4. Ability to Express Thoughts Both Oral & Written	5	4	3
5. Ability to Evaluate Student Progress	5	4	3
6. Ability to Establish Goals and Purposes	5	4	3
7. Ability to Motivate Students	5	4	3
8. Rapport With Students	5	4	3
9. Voice Control	5	4	3
10. Student and Classroom Control	5	4	3
11. Effectiveness of Speech	5	4	3
12. General Quality of Work	5	4	3
13. Use of Technology	5	4	3

OTHER COMMENTS: (If you need more room for comments please use the back of this evaluation also)

Cooperating Teacher	School/Address
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# NORTH DAKOTA EDUCATOR'S CODE OF ETHICS

## THE PREAMBLE

The educator recognizes that education preserves and promotes the principles of democracy. The educator shares with all other citizens the responsibility for the development of educational policy. The educator acts on the belief that the quality of the services of the education profession directly influences the nation and its citizens. The educator promotes the worth and dignity of each human being and strives to help each student realize the student's potential as a worthy, effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. The educator measures success by the progress each student makes toward the realization of his/her potential as an effective citizen. The educator regards the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. The educator accepts the responsibility to practice the profession according to the highest ethical standards. The educator strives to raise professional standards to improve service and achieve conditions which attract highly qualified persons to the profession.

The following code of professional conduct of the Education Standards and Practices Board governs all members of the teaching profession. A violation of this section constitutes grounds for disciplinary action which include the issuance of a warning and/or reprimand, suspension or revocation of the license of the affected educator, or to take other appropriate disciplinary action.

## PRINCIPLE I COMMITMENT TO THE STUDENT

In fulfilling obligations to students, the North Dakota educator:

1. shall not, without just cause, deny the student access to varying points of view;
2. shall not intentionally suppress or distort subject matter relevant to a student's academic program;
3. shall protect the student from conditions detrimental to learning or to physiological or psychological well-being;
4. shall not engage in physical abuse of a student or sexual conduct with a student and shall report to the Education Standards and Practices Board knowledge of such an act by an educator;
5. shall not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;
6. shall not use professional relationships with a student for personal advantage or gain;
7. shall disclose confidential information about individuals, in accordance with state and federal laws, only when a compelling professional purpose is served or when required by law; and,
8. shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

**PRINCIPLE II  
COMMITMENT TO THE PROFESSION**

In fulfilling obligations to the profession, the North Dakota educator:

1. shall accord just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities;
2. shall not, on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, nor discriminate in employment practice, assignment, or evaluation of personnel;
3. shall not sexually harass a fellow employee;
4. shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;
5. shall present complete and accurate information on the application for licensure and employment;
6. shall present complete and accurate information on any document in connection with professional responsibilities;
7. shall present evaluations of and recommendations for colleagues fairly, accurately, and professionally;
8. shall cooperate with the Education Standards and Practices Board in inquiries and hearings and shall not file false complaints or shall not seek reprisal against any individuals involved with the complaint;
9. shall not knowingly distort, withhold or misrepresent information regarding a position from an applicant or misrepresent an assignment or conditions of employment;
10. shall not breach a professional employment contract;
11. shall not knowingly assign professional duties for which a professional educator's license is required; and,
12. shall not accept a gratuity, gift, or favor that might influence or appear to influence professional judgement, nor offer a gratuity, gift, or favor to obtain special advantage.

**PRINCIPLE III  
COMMITMENT TO THE COMMUNITY**

In fulfilling these obligations to the public, the North Dakota educator:

1. shall distinguish between personal views and the views of the employing educational agency;
2. shall not distort or misrepresent the facts concerning educational matters; and,
3. shall not interfere in the exercise of political and citizenship rights and responsibilities of others.