The Teacher as Moral Practitioner
Student Teaching Handbook

Character • Competence • Service

Revised July 2011
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Character • Competence • Service
Introduction
Luke 6:40 (NIV): “A student is not above his teacher, but everyone who is fully trained will be like his teacher.”

For centuries, mankind has recognized the special value of some type of “apprenticeship” experience in the development of those who are to perform professional service.

Purpose of Student Teaching
The gap between the learning of educational theory in the college classroom and its applications in the elementary or secondary classroom makes an extended, practical learning experience imperative.

The student teacher should accomplish the following objectives during the student teaching experience:

1. Become acquainted with the school plant, personnel, and class members.
2. Dress for teaching within the guidelines of the school and college.
3. Learn to properly use the audio-visual equipment, materials, supplies, and procedures in the classroom.
4. Attend all professional meetings that the supervising teacher is expected to attend. (This includes staff meetings, various committee meetings, and PTA meetings.)
5. Understand the value and use of parent conferences and participate in those scheduled during the student teaching experience.
6. Observe master teaching in specific teaching situations.
7. Refine the use of teaching techniques in the classroom.
8. Model and eventually become a master teacher.
9. Understand and appreciate the functions of the educational specialists, such as guidance counselors, speech therapists, and reading specialists.
10. Handle the duties that are a part of the teacher’s responsibility, such as recess duty, hall duty, care of records, and preparation of attractive room arrangements and bulletin boards.

Participation in Student Teaching
Success in this learning process is influenced by the harmony which prevails among the student teacher, supervising teacher, principal, and college supervisor.
The Student Teacher

The student teacher is a teacher in every sense of the word, not just a college student. The student teacher:

1. Is under the direction of both the supervising teacher and the college supervisor and does the work according to given directions.

2. Abides by the rules and regulations of the school, especially as they pertain to teachers, including punctuality.

3. Exhibits conduct and dress at all times that is in keeping with the teaching profession.

4. Has a positive attitude toward conference meetings, school programs, arriving early before school, working after school, and other matters.

5. Notifies both the supervising teacher and the college supervisor as soon as possible, most certainly before school begins that day, if illness prevents school attendance. Students are allowed one excused absence, for illness, without having to make up the day. Absence for any other reason is unacceptable unless permission is received in advance from the college supervisor.

6. Provides the supervising teacher with lesson plans before school begins if absent from school.

7. Prepares detailed lesson plans according to the standards of Grace College until the supervising teacher feels that abbreviated plans are adequate.

8. Provides the college supervisor with a detailed schedule of the lessons to be taught for the week no later than 5:00 the preceding Saturday.

9. Participates in all meetings of the school faculty and department and in any routine duties expected by the school, as well as routine extra-curricular activities to which the supervising teacher is assigned.

10. Follows the calendar of the school in which the student teaching takes place.

11. Keeps accurate records and maintains the confidentiality of any records associated with the students.

12. Studies progress reports on his/her own performance as a teacher, accepts constructive criticism from the supervising teacher, and displays a sincere interest in improving teaching techniques.

13. Shares in the management of the classroom and assumes full responsibility when appropriate.

14. Becomes aware of first aid procedures, evacuation drills, and the health problems of the students under his/her jurisdiction.

15. Reduces non-student teaching activities to a minimum. Certain college departments have requirements leading to graduation which require the student teacher’s presence. The student teacher may maintain responsibility for these activities, but the primary commitment shall be to student teaching. Every effort shall be made by the student teacher, the supervising teacher, and the college supervisor to develop an appreciation of and appropriate schedule for both activities.

16. Summarizes student teaching experiences daily in not less than a half page, in journal form, and turns in the journal to the college supervisor at the end of each week by 5:00 P.M. on Saturday.

17. Refrains from discussing teachers, principals, students, and sensitive school issues outside the school setting.
The Supervising Teacher
The supervising teacher has complete control over the classroom, its organization, and management and

1. Provides an atmosphere in which the student teacher is free to learn.
2. Maintains ultimate responsibility for the activities of the class and all matters relating to it.
3. Demonstrates before the student teacher excellent teaching strategies and methods.
4. Permits the student teacher to participate in the actual teaching of the classes according to the suggested time schedule included, observes the student teacher (regularly at first), and gives frequent feedback. (As the student teacher gains competence and confidence, the supervisor should feel free to leave the classroom more frequently.)
5. Checks the student teacher’s prepared lesson plans, directs the growth of the student teacher through frequent conferences, and formally evaluates the student teacher midway through the student teaching experience and at its conclusion.
6. Returns the final evaluation to the college as soon as possible after the completion of the student teacher’s term. These evaluations should be discussed with the student teacher. (See Appendix B.)
7. Assists in the arrangements for observations in other classes. (Students are required to keep a written record of these observations.)
8. Alerts the college supervisor as soon as any serious concerns about the student teacher arise.

The Principal
The principal should have the same relationship to the student teacher as to other teachers and should do the following:

1. Recommend to the college supervisor those teachers in the school who are qualified to serve as supervising teachers.
2. Orient the college supervisor to any special policies and conditions in that particular school.
3. Give any directions and suggestions to the student teacher that seem advisable.
4. Visit the classroom and hold conferences with any participants in the student teaching program as deemed mutually advantageous.
5. Use the student teacher as a substitute only if the student teaches in the assigned classroom under the principal’s supervision.

The College Supervisor
The college supervisor, as the representative of the college, is responsible to do the following:

1. Visit the classroom a number of times and try to confer with the student teacher and supervising teacher after each visit.
2. Evaluate the work of the student teacher through personal observations and through evaluations made by the supervising teacher.

Any problem arising in the student teaching experience should be solved in such a way as to be mutually agreeable to both the supervising teacher and the college supervisor.
Procedures in Student Teaching

Introductory Procedure
The college makes the student teaching assignments with the proper school officials. The handbook for student teaching is provided for the student teacher and the supervising teacher.

The student teacher is required to contact the supervising teacher before the actual student teaching experience begins. The student teacher should initiate this contact as soon as possible after receiving the assignment in the spring.

The student teacher will report to his or her assigned school on the first day that school opens for the fall semester or (preferably) the first teacher day. The student teacher is under the guidance of the supervising teacher, who will acquaint the student with the building, facilities, procedures, policies, and other school personnel. The student teacher should be introduced to the students as a teacher.

Initiation into teaching is a gradual process. The student teachers may be given some responsibilities at the very beginning to help them feel a part of the team. This may include making seating charts, bringing special materials to the class, or sharing special talents. A place in the room should be provided for the student teacher to use during the placement.

At the beginning it would be well for the supervising teacher to plan in a general way what is to be accomplished during the term of student teaching. This should include a schedule of the classes and activities for which the student teacher will have responsibility each week of the student teaching experience. Together they can look forward to these new experiences and set up worthwhile goals.

The student teacher should know what the responsibilities are regarding discipline and become acquainted with the policies of the school in this area.

Student teaching is a full-time responsibility. Since this experience is so important to the student, no other significant time/energy-demanding activities can be permitted to infringe upon this time.

Observation
It is recommended that the student teacher begin this program by observing how the supervising teacher conducts the class. Little teaching should be done by the student teacher the first few days, but working with individuals and small groups is recommended. During this time the supervising teacher may wish to point out to the student teacher procedures and techniques that are used and the reasons for them.

Participation
During weeks two through five, it is suggested that subjects or periods be given over to the student to teach. Begin with one or two subjects/classes and then add subjects or periods on a regular basis. (See time schedule following.)

The supervising teacher will want to locate away from the front of the room while the student teacher has charge. This will give the student teacher the necessary sense of classroom responsibility and opportunity to demonstrate adequate ability to personally direct the learning experiences.

The supervising teacher may want to leave the room for brief periods of time at the early stages when the student teacher has charge of the class. Gradually, the supervising teacher should leave the classroom for longer periods—whatever length of time seems appropriate.

If the student teacher needs correction while in charge of the class, the supervising teacher should offer a suggestion or clarify an explanation as inconspicuously as possible. This practice should be kept to a minimum. Using the conference period for suggestions and other comments is strongly recommended.

The supervising teacher should keep the student teacher active and involved in the daily classroom routines while not actually teaching. Many things can be profitably done during such periods of time. Some of these are as follows:

1. Discuss standards for grading with the supervising teacher.
2. Learn the availability of supplemental materials.
3. Become acquainted with library resources.

4. Learn to use duplicating machines and audio-visual aids.

5. Study student records from an analytical point of view.

6. Give assistance to students with special problems.

7. Collect a file of ideas and materials used in the classroom.

8. Grade papers.

9. Become acquainted with materials from professional organizations.

10. Prepare supplemental activities, games, or materials.

**Classroom Teaching**

The student teacher should be teaching all subjects by the fifth week. At the supervising teacher’s discretion, this may occur either earlier or later. (Please confer with the college supervisor for any major deviation from the recommendation.)

When student teachers finally take over the class, they should be allowed to learn both the positives and negatives and not be afraid of mistakes. This is a learning process.

**Time Schedule** suggested for full-semester student teachers*

<table>
<thead>
<tr>
<th>Week</th>
<th>Part of Day Spent in Teaching*</th>
<th>Part of Day Spent in Observation*</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>None</td>
<td>All</td>
<td>Become acquainted with the school, class, and students</td>
</tr>
<tr>
<td>2</td>
<td>1/6</td>
<td>5/6</td>
<td>Continue to observe classes and teach one or two subjects/periods</td>
</tr>
<tr>
<td>3</td>
<td>1/3</td>
<td>2/3</td>
<td>Add at least one additional subject or period during each of the subsequent weeks (3-5)</td>
</tr>
<tr>
<td>4</td>
<td>1/2</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/3</td>
<td>1/3</td>
<td></td>
</tr>
<tr>
<td>6-14</td>
<td>All</td>
<td>None</td>
<td>Be in complete charge of the classroom for 8-9 weeks</td>
</tr>
<tr>
<td>15</td>
<td>2/3</td>
<td>1/3</td>
<td>Phase out of teaching and spend time observing the supervising teacher and other classrooms</td>
</tr>
<tr>
<td>16</td>
<td>Some</td>
<td>Some</td>
<td></td>
</tr>
</tbody>
</table>

* This schedule will vary when affected by holidays, teacher conferences, vacations, and other interruptions. Please contact the college supervisor if the schedule needs to be altered significantly. It will also be different for placements shorter than a full semester. The full-time portion will need to come sooner and be correspondingly shorter.

* These fractions of the day are approximate and will vary depending on the number of classes/periods taught in the school day.
Conferences
Conferences may be held at any time and include any of the interested participants. However, a regular conference pattern should include the supervising teacher and the student teacher. These may be weekly or daily (preferable). Evaluation of student teaching experiences and planning of future activities should be done in these conferences. This is a continual process that should extend throughout the student teaching experience.

Evaluation
Helping the student to be an effective self-evaluator should be a goal of the supervising teacher and college supervisor. Frequent informal evaluations can take place in conferences. The formal student teaching evaluation forms should be used at the halfway point and at the conclusion of the student teaching experience. The mid-term evaluation should be returned to the college supervisor near the midway point of the experience. A final evaluation should be filled out by the supervising teacher and returned to the Teacher Education Office at the college immediately at the end of the student teaching term. This evaluation will be used to help determine the student teacher’s grade, which is due at this time.

It is appropriate for the supervising teacher, near the close of the student teaching term, to give the student an oral summary of the final evaluation and to include any suggestions for the future.

Policy on the Evaluation of Student Teachers
Following the completion of student teaching, student teachers have placed in their files two or more completed student teacher evaluation forms, and a letter grade is submitted to the Registrar for posting on the student’s official transcript. The evaluation forms are completed by the student’s classroom and college supervisors. Some students will have more than one classroom and/or college supervisor, resulting in multiple evaluations.

Even though student teachers are evaluated in one form or another many times, the formal evaluations using the departmental forms occur three times—approximately two weeks after student teaching begins, about mid way through the 16-17 weeks, and at the end. (These times are shortened when the placement is less than a full semester.) The initial and mid-term evaluations are on forms that are used solely for improving student performance; they are not kept as a permanent record. The final evaluation does provide a permanent record and is placed in a credential file for sending to prospective employers. A grade of B- or better is required to be recommended for licensure. A student who does not attain a B- or better will be required to repeat student teaching in order to obtain a license.

Initial Evaluation
Each supervising teacher is to complete the evaluation form and review it with the student teacher by the end of the third week of student teaching. The evaluation form is then given to the student to deliver to the college supervisor.

Mid-Term Evaluation
1. Each supervising teacher completes the evaluation form and goes over it with the student teacher by the end of the eighth week of student teaching. The evaluation form is then given to the student to deliver to the college supervisor.

2. The college supervisor reviews the evaluation form and may discuss it with the student teacher. Whether or not it is discussed in detail by the college supervisor with the supervising teacher depends upon the amount of evaluation and interaction that has taken place up to that point.

Final Evaluation
1. Each supervising teacher completes the final evaluation form and gives it to the student teacher or mails it to the School of Education immediately at the end of student teaching. The supervising teacher is encouraged to share this evaluation with the student teacher.

2. The college supervisor fills out a separate final evaluation and may give a verbal summary of either to the student teacher if requested.

3. The college supervisor submits a course grade for student teaching to the Registrar.
The Teacher as a Moral Practitioner

Interstate New Teacher Assessment and Support Consortium (INTASC)
Principles of Model Standards for Beginning Teacher Licensing and Development

1. **Understands Contents**
The moral practitioner understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. **Understands Development**
The moral practitioner understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

3. **Understands Differences**
The moral practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. **Designs Instructional Strategies**
The moral practitioner understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

5. **Manages and Motivates**
The moral practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.

6. **Communicates**
The moral practitioner uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. **Plans and Integrates**
The moral practitioner plans instruction based upon knowledge of subject matter, the community, and curriculum.

8. **Evaluates**
The moral practitioner understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

9. **Reflects on Practice**
The moral practitioner is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.

10. **Participates in the Professional Community**
The moral practitioner fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being.
Principles Relating to Classroom Control
A quiet classroom does not necessarily ensure learning, although much noise without educational purpose becomes the source of discipline problems. Effective learning cannot take place in an atmosphere of confusion.

Following are some important considerations regarding classroom control:

1. The approach should be positive rather than negative. Discipline should be for correction, not for punishment.

2. Students may be allowed to help determine favorable conditions and standards for them to maintain.

3. Good citizenship in the classroom and in later life is a goal of good classroom discipline.

4. The worth of the individual person must be kept in mind.

5. Variety and skill in seating arrangements may have value in good classroom control.

6. Recognition of good behavior and cooperation is valuable.

7. Elimination, or reduction to a minimum, of conditions that may increase behavioral problems is essential.

8. Students who are busy with activities of interest and concern do not usually become discipline problems.

9. The use of many instructional aids and a variety of teaching procedures is valuable in reducing discipline concerns.

10. Viewing disciplinary problems objectively, rather than as acts of aggression toward the teacher, is difficult but imperative.

11. Establishment of orderly procedures for routine activities aids in classroom efficiency and control.

12. Development of the ideas of “fair play” and “cooperation in group activities” is a good way to develop good citizens.

13. Assistance in helping students understand causes for their own behavioral problems is usually needed.

14. Punishment of the group for misbehavior of a few is generally not proper.

15. Encouraging students to discipline themselves, so that you don’t have to, is wise.
Pitfalls in Student Teaching

There are several things that may minimize the effectiveness of a student teacher. The student teacher must be especially aware of and avoid the following:

1. Starting the lesson before securing the attention of each member of the class.
2. Allowing insufficient wait-time after questioning.
3. Failing to note areas of physical or emotional discomfort in the classroom setting.
4. Failing to develop a “class-sense” or talking to one student while the rest of the class simply “coasts along” for awhile.
5. Allowing your own idiosyncrasies and mannerisms to become points of distraction.
7. Taking misbehavior as a personal affront.
8. Calling on only the students who raise their hands.
9. Sitting or failing to change locations while teaching.
10. Permitting materials such as displays or bulletin boards to be kept up too long.
11. Using poor penmanship, grammar, and misspelled words.
12. Having too many outside responsibilities and demands on time and energy.
13. Failing to plan carefully or thoroughly.
14. Being a “friend” rather than a role model.
15. Ignoring significant behavioral problems rather than dealing with them.
16. Failing to get enough rest and nutrition for the demands of the job.
17. Falling behind in paper grading and other paperwork.
18. Failing to spend enough time at school before and after class.
A Summary of Information
The following are guidelines that apply to the student teaching experience. They are very important to the success of the student teaching program.

The student teacher:

1. Provides the college supervisor with a detailed copy of the teaching schedule for each week. This schedule is to be delivered to the Teacher Education Office by 5:00 Saturday of the preceding week, along with the journal.

2. Calls the supervising teacher and college supervisor immediately in the event of an absence for illness and informs the college supervisor of days when the school is not in session or when other activities, such as parent-teacher conferences, are scheduled.

3. Notifies the college supervisor of any major changes in the weekly teaching schedule.

4. Meets with the supervising teacher prior to the beginning of the student teaching experience.

5. Lets the college supervisor know when there is a lesson that may be of particular interest.

6. Provides a lesson plan for the college supervisor when being observed and an inconspicuous place to sit. Provides with this plan previous lesson plans until the supervising teacher allows abbreviated plans.

7. Turns in a written record of observations made during student teaching.

8. Submits each week a daily journal of student teaching experiences for that week.

Prospects for the Future
In this handbook there have been presented routine patterns in student teaching, procedures in teaching, and a discussion of the many problems that may appear.

Many suggestions and ideas that will be of value both to the supervising teacher and the student teacher are included. It is hoped that these will be of practical use in the classroom.

Not all areas can be anticipated beforehand. One builds a reserve of experiences to draw upon, molds this with creative intelligence, and applies these to new situations. It is by this process that growth and increased effectiveness are obtained.

This handbook does not contain all the answers to student teaching. However, if it adds clarity and inspiration to the total concept of student teaching, it will have achieved a worthwhile purpose. (You will be asked to evaluate its effectiveness.)