

Education 404 / 408  
Student Teaching  
Spring 2008

Supervisor: Mr. David L. Lancaster  
Assistant Professor of Education  
Student Teacher Supervisor

Email: [dave.lancaster@mail.wvu.edu](mailto:dave.lancaster@mail.wvu.edu)

**Send an email giving me permission to send your evaluations per the Internet.**

Office Phone: (304) 424-8346

Home Phone: (304) 684-3265 - Use before 10 pm and after 6 am.

*Remember: You are a guest in your cooperating teacher's classroom! Even though you have been through a lot of college classes, lectures, and activities, you still have a lot to learn in your student teaching process. Enter this phase of your educational career with a willingness to learn. Never give the impression that you have arrived and really do not need your cooperating teacher.*

Student Teaching Responsibilities and Requirements:

I. ATTENDANCE – Being punctual is part of good attendance. **Plan on being sick!**

You **MUST BE IN SCHOOL EVERY DAY!** After two days of absence, you will need to make up additional days missed. You should plan to clear your schedule of **EVERYTHING** except student teaching! Trips, tours, shopping, weddings – put them all on hold! Since this is the culmination of **many years of hard work**, you will need to plan to spend many hours in preparation. Student teaching is a performance-based assessment. You now have the opportunity to put into practice all that you have learned. Many students try to hold a full-time job and student teach. I suggest that you not work during this time, if at all possible, devote your life to doing well. If you are to be recommended for certification, you must demonstrate the competencies as outlined on the Professional Education Performance Assessment Instrument. You can best do that by devoting your life to the next several weeks!

Remember that you are to make 4 phone calls when you are unable to be at school.

1. Call the school
2. Call the cooperating teacher
3. Call Mr. Lancaster at home and work
4. Call the Education office
5. Email Notification

If you are unable to be at school, the education department office must receive the absent form no later than **TWO working days** following the absence.

**You must attend Faculty Senate meetings, in-service training, parent/teacher conferences and other professional meetings as you work with your cooperating teacher.**

## II. JOURNAL – Posner format only!

You are expected to keep a daily journal during your student teaching tenure. From the VERY FIRST DAY in the classroom, you should begin writing reflectively about what you see “using the Posner format”. Eventually, when you start teaching, this journal should demonstrate your ability to look back on your lessons, noting what went and what did not, and when things did not go well, what you could have done to change the situation. **THIS JOURNAL SHALL NOT BE WRITTEN WHILE YOUR COOPERATING TEACHER IS TEACHING!** The first few days of observation will be just that—observing your teacher, making notes, and preparing to model the behaviors you see. The best time to write in your journal is at the close of each school day. If your journal is not kept up to date when I come in an unsatisfactory will be noted on your PEPA.

**Each day’s journal entry must be sent by email before 10pm of that school day.** Remember that the journals are to be read by your college supervisor only!

## III. LESSON PLANS

1. Each student teacher will have a notebook (usually a three ring binder) that is designated as the Student Teacher Notebook. This notebook will contain lesson plans, schedules, self-evaluations, and any other information pertinent to the teaching placement. The supervisor upon entering the classroom should easily find the notebook.
2. Lesson plans will be completed in timely fashion. They are to be given to the cooperating teacher for review and approval before being turned into the office.
3. Keep lessons plans neatly organized in a three ring binder. You may use the lesson plan format of your choice. If difficulties arise in writing lesson plans, the supervisor will develop a form to be used by the student teacher. Each lesson plan must have the following components:
  - a. Learner outcome
  - b. Well-written objective
  - c. Materials list
  - d. Lesson introduction
  - e. Lesson procedures – describing both teacher and student behaviors
  - f. Modifications for individual students
  - g. Lesson closure
  - h. Type and form evaluation
  - i. Teacher evaluation of the lesson – to be completed on a daily basis

#### IV. BULLETIN BOARDS

You will need to do at least one bulletin board during each placement—planning, making, and using your own materials. If you have a placement in K – 3, and the teacher uses workshops or learning centers, you must plan at least three (3) of your own to use. These are materials you can take with you when you finish your student teaching. Your cooperating teacher may have some plans for you in this area. Your cooperating teachers have had a lot of experience and know the “tricks of the trade”. It will be beneficial to you to learn all that you can from them, and remember that when he or she asks you to do something, it will undoubtedly be done to help further your training.

#### V. ATTITUDE

Your attitude and the professional manner in which you conduct yourself is as important if not more so, than your ability to plan lessons and manage a classroom. You are reminded that you are a part of a “total school picture”. You may be asked to do things that you feel “are not on your job description”. Remember: when you are hired as a teacher, the principal will expect you to become part of a team, and many times this will take you into duties and responsibilities beyond your own classroom doors! When your cooperating teacher and/or college supervisor give you suggestions or constructive criticism, your professional development will depend a great deal on how receptive you are to people who have been there. **YOU WILL ALWAYS BE EVALUATED IN THIS PROFESSION.** A positive attitude and an open mind will go a long way in making you into more than just a mediocre teacher. (This is also one of the indicators on your PEPA).

**\*This also includes professional dress, which is expected and required. If your school has a “dress down day”, please use common sense in dressing down.**

#### VI. TEACHER TEXTS

It would be very helpful to me if you could have a text handy where I could follow along when I come to observe you. If you are, for example, teaching math, I can do a more effective job if I have a textbook—either teacher or student—to which I can refer.

## VII. SCHEDULES

**I will need a schedule from your cooperating teacher as soon as possible. Turn in three copies of your schedule Wednesday at the seminar in an envelope. It is your responsibility to keep me posted as to when you will begin teaching and in what subject areas.** If plans change, please call me and let me know. If your school schedules an assembly or a field trip, put a message on my machine so that I will not show up to observe you during those times. Remember, if you wait until morning to call the supervisor, he may already be on his way to visit you!

*This also includes turning in assignments according to the deadlines specified! For example all assignments will be turned in on time or you will be contact that professor in a professional manner.*

## VIII. HOW MUCH SHOULD YOU TEACH?

You should be teaching as much as you possibly can. Observation is fine, but there is nothing like actually being in front of the class and getting the practice. **THERE IS NOT A TWO WEEK LIMIT TO HAVING THE ENTIRE TEACHING LOAD.** The more you teach, the better you will become. Do not hesitate to get involved as quickly as your cooperating teacher feels comfortable in allowing you to do so. In your second placement, there should be much less observation and even MORE action. Don't be content to sit—become active in helping the students and doing what you can early on! It is permissible to volunteer!

## IX. Student Teaching/Self Assessment Forms

Complete two self-evaluations during each placement. The self-evaluations should usually occur during the third and fifth week. One you may decide to do after you have completed a lesson. The second one should be pre-planned. Decide that you will do the self-evaluation and complete it no matter the outcome of the lesson. The self-evaluation should be attached to the lesson plan.

X. Feel free to contact me if you have any questions or concerns. My job is not only to evaluate your teaching, but to facilitate it as well.

HAVE A GREAT SEMESTER!!!!