



School of Education

Student Teaching Handbook
2009-2010

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*Additional forms referenced but not included in this handbook may be obtained by contacting the School of Education at Southern New Hampshire University at 603.629.4675. All forms related to student teaching placements shall be provided in the cooperating teacher folder or may be obtained from the university supervisor.

INTRODUCTION

The supervised student teaching internship at Southern New Hampshire University (SNHU) fulfills the requirements for state certification and provides a capstone experience where the student synthesizes the knowledge acquired through previous studies and field experiences. The student teaching experience provides a supported environment where novice teachers put into practice the theories, curricula, and methods that they will use in their own classrooms under the guidance of a mentor teacher and a university supervisor.

The *Student Teaching Handbook* outlines the policies, roles, and responsibilities for the educators (administrators, cooperating teachers, student teachers, university supervisors) who are involved with student teaching. Southern New Hampshire University is grateful to the many experienced professionals who so willingly give of their time and expertise to help prepare the next generation of educators.

THE MISSION OF THE EDUCATION PROGRAMS

Southern New Hampshire University is committed to educating teachers who are prepared to provide quality education for all students and to sustain meaningful professional growth. Graduates of our education programs possess the breadth of academic knowledge and dedication to excellence that they will need in order to meet the changing needs of students, schools, and educational policy. Our programs provide a foundation for a rewarding career and a lifelong devotion to learning.

Teacher Education Programs at Southern New Hampshire University emphasize practitioner-oriented curricula that connect education theory to classroom application. We believe that today's teachers must be prepared (a) to integrate innovative resources and technology with time-tested approaches; (b) to understand how students with special needs and diverse backgrounds enrich schools and how to support their learning; (c) to use curriculum standards and grade level expectations as a criterion to plan instruction and measure achievement.

Our education faculty believes that successful teachers draw on strong values and principles to enhance professional practice, change and growth. To help each student define a personal philosophy of education, our programs provide theoretical, practical, and research-based foundations along with the expectation of developing personal reflection skills to improve future teaching strategies.

GOALS OF STUDENT TEACHING

The goals of student teaching are based upon those goals outlined in ED 610 from the NH State Department of Education (Appendix A). Based upon these standards SNHU student teachers are required to:

1. Demonstrate knowledge of
 - the content they teach
 - pedagogy, including various instructional strategies and technologies
 - students and how they develop
 - diversity and culture, learning style, aptitude, and life-style
 - resources to enhance their teaching/learning abilities.
2. Develop goals for instruction and design coherent instruction, which includes assessment of student learning and ways to communicate progress to parents.
3. Create a classroom environment of respect and rapport thus establishing a culture for learning in a safe environment.
4. Organize physical space to favor management of student behavior and classroom procedures.
5. Communicate information clearly and accurately and encourage students to develop their communication skills.
6. Use and modify instructional strategies and technologies that will engage students in their own learning and help them to achieve success.
7. Become reflective practitioners who base their teaching on professional ethics and who continually assess their practice to discover new ways to grow and develop professionally.
8. Understand the role and operation of the school.

The Student Teaching Experience

Differences in classrooms, grade-levels, subject areas and students' backgrounds make each student teaching internship unique. Through partnerships with area schools and school districts, student teachers have a wide variety of opportunities for placements that will best meet their needs. SNHU Teacher Education Programs seek to provide the mentorship that will enable the student teacher to assume full responsibility for the mentor's teaching assignments.

In grades K-6, student teachers gradually assume increasing responsibility for teaching as they become more comfortable within the classroom and the school culture. Initially, student teachers are introduced to the staff and become acquainted with classroom routines and school procedures. The student teacher may

spend considerable time observing and working one-on-one with students or with small groups at the beginning of the placement. As they gain experience and confidence, student teachers often undertake small group instruction while continuing to observe the cooperating teacher. The student teacher gradually assumes full teaching responsibilities. At the Middle and High School levels, it often makes more sense for the student teacher to assume responsibilities earlier in the placement to reflect the beginning of a semester or term. The timetable for the student teacher to assume full responsibility may vary based on feedback from the cooperating teacher, University supervisor, Student Teaching Coordinator, and the student teacher. Following are examples of a possible timeline for the student teaching placement. Should the following timelines not be conducive to a particular placement, the University Supervisor will work with the student teacher and cooperating teacher to develop a plan that better meets everyone's needs.

Early Childhood/Elementary Placement Timeline

Phase	Activities
Induction Phase (week 1)	Observation, participation, and assisting ASAP. Participate in planned, brief teaching activities. Become familiar with instructional resources, materials, classroom routines and students. Begin to plan for teaching the first lesson. Assist cooperating teacher with supervisory duties, correcting, and other administrative tasks. Attend appropriate faculty meetings and/or workshops.
Initial Teaching Phase (weeks 1 to 2)	All of the above, plus: Assume responsibility for teaching one group or content area; work with individual students and assist teacher. Teach individual lessons.
Sustained Teaching Phase (weeks 2 to 4)	All of the above, plus: Assume responsibility for teaching one or two more groups or content areas. Take responsibility for teaching different subject areas. Assume responsibility for a supervisory duty (lunch duty, etc.). Increase instructional and supervisory responsibilities as the weeks progress, as deemed appropriate by mentor teacher and University Supervisor.
Full Teaching Practice Phase (week 5)	All of the above, plus: Assume full teaching responsibilities for two consecutive days.
Full Teaching Phase (week 7)	Assume major portion of cooperating teacher's responsibilities. Teach at least 5 consecutive days on own – handling all instruction and other responsibilities of cooperating teacher's job description.
Continued Practice Phase (weeks 8-15)	Continue to be actively engaged in classroom instruction to the greatest degree you and your mentor teacher feel appropriate. During these weeks a second period of Full Teaching (5 consecutive days) occurs. Additional "Full Teaching Days" during these weeks is strongly encouraged. Also continue to seek opportunities to observe other teachers and classrooms, or "re-teach" lessons you have taught to your students to students in other classrooms. Invite school administrators into your classroom to observe your teaching and to provide feedback.
Concluding Phase (week 16)	Gradually return responsibilities of the classroom to the mentor teacher. Use this final week as an opportunity to observe in other classrooms/ grade levels.

Secondary Education Certification

Phase	Activities
Induction Phase (week 1)	Observation, participation, assisting. Participate in planned, brief teaching activities. Become familiar with instructional resources, materials, classroom routines and students. Begin to plan for teaching the first lesson. Assist cooperating teacher with supervisory duties, correcting, and other administrative tasks. Attend appropriate faculty meetings and/or workshops.
Initial Teaching Phase (weeks 1 and 2)	All of the above, plus: Assume full responsibility for teaching one class. If cooperating teacher's class assignment includes a second section of that same class, consider assuming responsibility for that class as well; work with individual students and assist teacher. Teach individual lessons in other classes taught by your mentor teacher and/or observe other teachers.
Sustained Teaching Phase (weeks 3 to 5)	All of the above, plus: Assume responsibility for additional classes so that final "load" reflects the requirements of Student Teaching: <ul style="list-style-type: none"> • Traditional Schedule: Full responsibility for at least 3 classes, preferably 4. Classes assigned must be in at least two different subject areas, one of which must be a core subject. Assume responsibility for a supervisory duty (lunch duty, etc.). If your mentor teacher is not assigned a supervisory duty, make arrangements with another teacher to assist him/her. • Block Schedule: Full responsibility for 2 classes, one of which must be a core subject. Assume responsibility for a supervisory duty (lunch duty, etc.). If your mentor teacher is not assigned a supervisory duty, make arrangements with another teacher to assist him/her.
Concluding Phase (week 16)	Gradually return responsibilities to the mentor teacher. Use this final week as an opportunity to observe in other classrooms.

Ongoing feedback and evaluations are an essential part of the learning process. Throughout the placement, the cooperating teacher provides ongoing mentorship via conferencing, coaching, and discussions of teaching practice. At the end of each month, the cooperating teacher will complete a *Student Teaching Progress Check* (this form will be included in the Cooperating Teacher Packet provided at the beginning of the placement). This progress check is meant to provide ongoing feedback and dialog between the student teacher, cooperating teacher, and the university supervisor. The cooperating teacher must share the completed progress check with the student teacher and university supervisor and discuss plans for optimizing continued growth on the part of the student teacher. Copies of this progress check are given to the university supervisor. At the conclusion of the placement, the cooperating teacher will complete a final evaluation on the student teacher's performance.

Feedback provided by the cooperating teacher and university supervisor is used in conjunction with the student's academic performance in the accompanying seminar to assign a grade for student teaching. The grade is assigned by the Student Teaching Seminar instructor at the conclusion of the placement.

THE STUDENT TEACHER

Minimum Criteria for Eligibility to Student Teach

To student teach, students must submit an application one year prior to the Student Teaching experience. They must receive a letter of acceptance prior to participating in the placement process. To enroll in EDU 490, Student Teaching, an undergraduate student must have senior standing and meet the prerequisites of the 610.03 NH State Standard. These include:

- a. acceptance to the Teacher Certification Program (TCP)
- b. a passing score on the Praxis I (PPST) Competency Examination and the appropriate Praxis II Examination for the certification being sought
- c. a cumulative GPA of 3.0 or better
- d. completion of all program and University requirements
- e. positive recommendations by faculty members
- f. a criminal records check

To enroll in EDU 571, Student Teaching, a graduate student must meet all of the requirements listed above with the exception of admission to the Teacher Certification Program. Admission to a graduate program fulfills this requirement.

Responsibilities of the Student Teacher

Student teaching is one of the most valuable experiences in a teacher's professional preparation. A successful student teaching experience is based on commitment, hard work, communication, and self-reflection. During the student teaching placement, the student must fulfill responsibilities to both the school and the university.

Student Teachers are expected to:

1. Complete any assigned pre-student teaching tasks.
2. Be present for the contract hours required for full-time teachers and follow the same calendar as the teachers in the schools in which they student teach. Student teachers are to observe teachers' meetings, participate in in-service training and parent-teacher conferences.

3. Be aware of and follow the rules of the cooperating school regarding confidentiality, personal and professional ethics, and attire. **A student teacher's behavior should be in keeping with the highest standards of the school community.**
4. Attend all student teaching seminars. At the beginning of the semester, students are advised of the scheduled seminars for the semester. In the event that a student must be absent, s/he should contact the instructor of the seminar to advise of his/her absence.
5. Submit via email a formal lesson plan to be handed in at least 48 hours before scheduled observations. Student teachers are expected to share this plan with the cooperating teacher. Student teachers are expected to reflect on feedback provided by the cooperating teacher and university supervisor and to make appropriate revisions to the lesson plan.
6. Maintain a record of additional experience.
7. Complete all seminar assignments as outlined in the syllabus.
8. Become familiar with and use a variety of audio-visual equipment and computer technology available at the cooperating school.
9. Plan DAILY conference times with the cooperating teacher to review lesson plans, discuss progress, etc.
10. Participate in periodic conferences with the cooperating teacher and the university supervisor to discuss progress.
11. Complete the Verification of Contract Hours form and submit it to the university supervisor at the conclusion of the placement.

Absences

Students must attend school every day. If for a serious reason, a student teacher will be absent from school, the cooperating teacher, university supervisor, and student teaching office must be notified.

Attendance at a professional workshop or seminar that has been approved by the Coordinator of Student Teaching will not be considered an absence. Absences will be monitored by the Office of Student Teaching. Student teachers may be required to make up the hours/days/week missed before applying for certification. Make up requirements shall be determined by the Student Teaching Coordinator.

Evaluation and Grading of Student Teachers

Evaluation is undoubtedly one of the most challenging tasks encountered by educators. At Southern NH University, evaluation is comprised of:

1. Self-assessment by student teachers. This will occur via seminar assignments, and should also become regular practice in the classroom. This should thus demonstrate their level of competency with the NH State Standards for each of the areas of certification they are seeking.
2. Formative evaluations done cooperatively between the cooperating teachers and the student teachers, and between the university supervisors and the student teachers. Sometimes, the evaluation is done by the three parties simultaneously.
3. Summative evaluation forms completed by the cooperating teacher and the university supervisor. The Student Teaching Seminar instructor assigns the final grade after having reviewed the evaluations, read all supporting documentation and communicated with the cooperating teacher and university supervisor.

Throughout the student teaching experience, conferencing, coaching and on going discussion with the student teachers help them to continuously reflect on their performance and refine their teaching skills.

THE COOPERATING TEACHER

The relationship between the School of Education and the area schools is crucial to the success of the teacher preparation program. It is during the student teaching placement that the student teacher has the opportunity to unite content knowledge and pedagogy under the guidance of a mentor teacher. Cooperating teachers are invited to attend a professional development opportunity offered on campus where issues surrounding mentorship and current best practices are explored. This seminar is usually held during the first two weeks of the placement. First time cooperating teachers are awarded a stipend of \$ 100.00 for sole supervisory responsibilities over a 16-week period. Teachers who have previously served as cooperating teachers for a Southern NH University student teacher are given a stipend of \$150.00 for sole supervisory responsibilities over a 16-week period. In the event that supervisory responsibilities are shared with other cooperating teachers, the stipend will be divided accordingly. The stipends are sent following the completion of the placement and receipt of a Vendor Form signed by the cooperating teacher. This form is provided at the beginning of the placement and should be returned to the School of Education once completed. The cooperating teacher may be eligible to receive professional development hours from his/her district. Documentation from the university will be provided upon request.

Criteria for Becoming a Cooperating Teacher

1. The cooperating teacher must hold NH State Certification, in the certification area the student teacher is pursuing, and have completed at least three years of full-time, successful professional teaching in that same certification area.

2. The cooperating teacher must be willing to mentor the student teacher and support and guide the apprentice throughout the length of the placement.
3. The cooperating teacher must fulfill the supervisory role as defined by the NH State Department of Education and as assigned by the University.
4. The cooperating teacher must be willing to allow the student teacher to experience all aspects of teaching.

Responsibilities of the Cooperating Teacher

Cooperating teachers assist student teachers in becoming competent and successful educators. Cooperating teachers orient the student to the culture of the school and classroom communities, mentor the student's development of instructional and curriculum skills, and provide invaluable feedback.

1. *Orientation to the School and the Classroom:* The student teacher needs to understand the school classroom communities from an entirely new perspective. To help the student make this transition, the cooperating teacher needs to:
 - a. Orient the student teacher to school policies and personnel. The student teacher needs to be familiar with the school building(s), teachers, administration, and the community.
 - b. Introduce the student teacher to individual classroom policies and assure his/her understanding of attendance and dismissal procedures, classroom management and teaching routines, procurement of supplies, etc.
 - c. Inform the student teacher of pertinent information concerning individual students in the classroom while adhering to the laws of confidentiality and professional ethics.
 - d. Introduce the student teacher to the specialists within the schools and to the process associated with student referrals and teaming.
2. *Teaching and Curriculum:* To support the student's development of teaching and curriculum competencies, the cooperating teacher is asked to:
 - a. Provide the student teacher with a plan book, the necessary textbooks and curriculum materials they will use to teach, and a suitable workspace in the classroom.
 - b. Allow the student teacher to observe you and other teachers for an adequate period of time prior to assuming the role of teacher.
 - c. Encourage the student teacher to observe other teachers throughout the student teaching placement. When possible, provide opportunities for student teachers to "reteach" lessons in other classrooms.

- d. Delegate increasing teaching responsibilities, in accordance with the requirements listed in the suggested timeline found earlier in this handbook.
 - e. Acquaint the student teacher with a variety of approaches to teaching, assessment, and grading.
 - f. Observe the student teacher on a regular basis and in a variety of situations. A minimum of four Observation Reports should be completed during the placement with time provided to discuss these reports with the Student Teacher. Copies of these reports should be submitted to the university supervisor
3. *Feedback:* Ongoing feedback from the cooperating teacher is essential to the student teacher's progress. It is especially important that the cooperating teacher:
- a. Communicate daily (even briefly) with the student teachers, to allay concerns and answer questions.
 - b. Encourage the student to ask questions and seek clarification.
 - c. Hold weekly evaluation conferences with the student teacher to support the student as a reflective practitioner.
 - d. Provide verbal and written feedback on lessons dealing with variety of content. These forms should be returned to the university supervisor.
 - e. Confer with the student teacher and university supervisor frequently during the placement period.
 - f. Contact the Student Teaching Coordinator with questions and/or concerns about the program, student and/or university personnel.

Evaluation of Student Teachers

Cooperating teachers evaluate the progress of student teachers and complete regular progress checks as well as a final student teacher evaluation. It is required that cooperating teachers and student teachers meet to discuss the progress checks and evaluation so that student teachers may recognize not only their areas for improvement, but also their particular strengths. The cooperating teachers are expected to evaluate the student teachers; however, after consulting with the university supervisors, the final responsibility for grading lies with the Student Teaching Seminar instructor.

THE UNIVERSITY SUPERVISOR

University Supervisors may be faculty members in the teacher education programs and/or certified teachers in the student teacher's certification areas. University supervisors are teachers, administrators or other

experienced professionals who have been or are currently involved in schools and who hold a valid teaching certification and a minimum of a Master's Degree in Education or a related field.

Responsibilities of the Supervisor

1. Assist cooperating teachers in guiding the professional development of student teachers.
2. Maintain a cooperative and effective working relationship between the School of Education and the cooperating schools. Supervisors are liaisons between the university and the schools where student teachers are placed.
3. Visit the student teachers on a regular basis and conference with them after each visit to inform them of their progress and the areas where they need to improve.
4. Provide student teachers with a written evaluation for each observation.
5. Be available to student teachers for questions, discussion of problem areas and support in their placements.
6. Facilitate the exchange of the necessary documentation between the School of Education and the cooperating school.
7. Conference with the cooperating teacher each time the student teacher is visited and —be available between visits for phone conferences when necessary.
8. Meet with the Student Teaching Seminar instructor throughout the semester. In the event there are concerns expressed by the cooperating teacher or student teacher, it is expected that the University supervisor will communicate those concerns immediately to the Student Teaching Seminar instructor.

Evaluation of Student Teachers

Evaluation is a vital part of the student teacher's experiences. Supervisors have a serious responsibility to be fair and honest with their student teachers and to communicate with them about their strengths and areas in need of improvement. It is expected that throughout the student teacher's placements, the supervisors will have communicated frequently with cooperating teachers and the Student Teaching Seminar instructor to discuss progress or lack of progress regarding a particular student teacher. It is equally important that student teachers be made aware of these observations either by the university supervisor or in a joint meeting among the supervisor, the cooperating teacher, and the student teacher. Grading is based on the student teacher's performance in the classroom as well as his/her seminar work.

The Student Teaching Seminar instructor assigns the final grade based on:

1. Consultation with the cooperating teacher(s)
2. Evaluation forms completed by the cooperating teachers

3. Visitations and evaluations by the university supervisor, including progress or lack of progress since the previous visit
4. Visitations and evaluations by the student teaching coordinator
5. Lesson planning and execution of specific lessons in each of the major curriculum areas
6. Classroom management skills and ability to develop a safe and positive learning environment
7. The student teacher's ability to demonstrate competency in each of the professional standards, as identified in ED 610.01 (Appendix A)
8. Demonstration of competency in all content areas taught
9. Attendance both at the cooperating school and at university seminars
10. Professionalism, confidentiality, a positive disposition, openness to constructive criticism and other traits which affect one's ability to teach effectively

LEGAL STATEMENTS AND POLICIES

University Policies

Southern New Hampshire University student teachers are protected by and bound to the policies outlined in the SNHU Student Handbook (located on the web at www.snhu.edu/handbook.html) and the course catalog governing their program. These policies include but are not limited to those regarding nondiscrimination, sexual harassment, disability access, and privacy.

Academic Honesty

The university's policy on academic honesty is outlined in the course catalogs for the Undergraduate Day School, The Division of Continuing and Distance Education and the Graduate School and in the *SNHU Student Handbook*. Student teachers are expected to adhere to this policy.

Student teachers should note that lesson plans are the intellectual property of the person(s) who designed them. During their placement, SNHU student teachers are expected to present lesson plans and activities of their own design. Using a lesson plan that is taken in total from a print or electronic resource constitutes plagiarism. If a student teacher uses any part of a lesson plan that they did not design themselves, they are required to cite the source in APA format.

Withdrawal from Student Teaching

Southern New Hampshire University reserves the right to withdraw a student teacher from a placement. Reasons that a student teacher may be withdrawn from his or her placement include but are not limited to:

- Unprofessional behavior that interrupts the regular functioning of the classroom
- Excessive absences
- Evident lack of the skills required to promote learning and manage the classroom
- Non-compliance with the SNHU policies on nondiscrimination, sexual harassment, privacy, or academic honesty
- A request from the appropriate administrator of the placement school

If the student teacher decides to withdraw from the student teaching experience, s/he should notify the Student Teaching Seminar instructor before following the course withdrawal procedures outlined in the *SNHU Student Handbook*.

Following a review of the circumstances leading to the decision to withdraw the student teacher, a different placement may be assigned by the university. While every attempt will be made to secure a new placement in a timely manner, it is understood that the student teacher is responsible for making up any missed time from the student teaching experience as directed by the seminar instructor. In the event that the circumstances leading to the removal of the student teacher are deemed to be unprofessional or unethical, or if there is a reasonable belief that resolution or remediation of the issues leading to the removal will not or can not be remediated, the student may be removed from student teaching immediately and assigned a grade of “F”. Should the student wish to student teach again in the future, s/he must follow the appropriate application guidelines and policies in place at the time of application.

Should the student choose to appeal the seminar instructor’s decision to withdraw the student, s/he must submit the request in writing to the Dean of the School of Education within 5 business days of receipt of the withdrawal notification.

Teacher Strikes or Other Job Actions

In the event of a teacher strike, SNHU students will be called back to campus. There are two main reasons for this action:

1. If student teachers refuse to replace their teachers during a strike, they could be jeopardizing future opportunities to work for a given school district.
2. If student teachers agree to substitute during a strike, they could alienate themselves from the teachers in the school district.

Student teachers placed in striking districts may be given temporary placements and/or assignments by the university. If the strike is expected to be long, student teachers will be reassigned to other districts.

In the event of other job actions, the seminar instructor will review the circumstances and may recall the students back to campus and make a determination about the need for alternative placements.

Substitute Teaching

Student teachers may substitute for their cooperating teacher, or for other teachers in an emergency situation. The following restrictions apply:

- The student teacher's name must appear on the list of approved substitute teachers for that district.
- The student teacher must obtain approval from the seminar instructor *prior* to substituting (whether paid or unpaid). Requests should be submitted via email when time allows. When prior approval is not possible, the student teacher must notify the course instructor as soon as possible.

The student teacher may be paid for this service. Any arrangements for compensation should be made between the district and the student teacher.

Contact Information

Any questions concerning the Student Teaching experience can be directed to:

Cathy Stavenger
Associate Professor of Education (Elementary and Early Childhood Education)
603.668.2211 Ext. 2484
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Appendix A

NH State Dept Standards ED 610: Standards for Beginning Teachers

PART Ed 610 PROFESSIONAL EDUCATION

REVISION NOTE: Document #6048, effective 6-2-95, made extensive changes to the wording, format, structure, and numbering of rules in Part Ed 610. Document #6048 supersedes all prior filings for the sections in this part. The prior filings for former Part Ed 610 include the following documents:

#2055, eff 6-16-82;
#2714, eff 5-16-84, EXPIRED 5-16-90
#4851, eff 6-25-90

Ed 610.01 RESERVED

Source. (See Revision Note at part heading for Ed 610)
#6048, eff 6-2-95; ss by #6366, eff 10-30-96; ss by #7923,
eff 7-24-03; rpld by #8024, eff 7-1-04

Ed 610.02 Professional Education Requirements. To promote all students' learning, each program of professional preparation shall require each graduate of a teacher preparatory program to demonstrate professional education and the ability to exercise professional judgment by showing achievement of the following knowledge, skills, and dispositions:

(a) The teacher believes that each student can achieve at the highest level possible for that student, shows respect for students' varied talents and perspectives, and persists in helping all students achieve success;

(b) The teacher understands and keeps abreast of the central concepts and tools of inquiry of the subject areas taught, appreciating the ever-changing nature of knowledge, including:

- (1) Information and issues relating to the subject area; and
- (2) Themes and generalizations pertaining to the subject area;

(c) The teacher creates meaningful learning experiences based upon knowledge of and enthusiasm for the subject matter, the students, the community, local curricula, and state curriculum frameworks;

(d) The teacher understands how students learn and develop and provides opportunities that support their cognitive, linguistic, creative, social, moral, emotional, and physical development;

(e) The teacher understands and identifies differences in students' approaches to learning and designs instruction that is responsive to their diverse needs;

(f) The teacher values and is fluent in a variety of instructional strategies and chooses appropriately from them to encourage and enhance students' thinking, learning, and skilled use of knowledge;

(g) The teacher creates a challenging, dynamic, and safe classroom and school community that:

- (1) Is sensitive to the full range of student diversity;
- (2) Encourages openness, tolerance, respect, caring, collaboration, and self-motivation;

(3) Emphasizes both individual and collective responsibility; and

(4) Fosters a concern for social justice;

(h) The teacher demonstrates proficient oral, written, and nonverbal communication and promotes the development of these skills in students;

(i) The teacher understands and uses multiple formal and informal strategies to continually assess student learning and uses that information to modify and design instruction and to communicate students' progress to parents;

(j) The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on students, parents, and others in the school and community;

(k) The teacher uses a variety of resources to enhance his or her professional development as a scholar, teacher, and educational leader, including:

(1) Professional literature;

(2) Professional organizations;

(3) Colleagues; and

(4) Service opportunities, such as, but not limited to, volunteer work in the community;

(l) The teacher understands schools as complex organizations within a larger community and collaborates effectively with school staff, parents, and others to support students' learning and well-being;

(m) The teacher evaluates and uses a variety of current technologies to enhance instruction and to advance students' technological literacy; and

(n) The teacher's practice is based on a clear understanding of professional ethics and the legal rights and responsibilities of educators and students.

[Source.](#) (See Revision Note at part heading for Ed 610) #6048, eff 6-2-95; ss by #6366, eff 10-30-96; ss by #7923, eff 7-24-03; ss by #8229, eff 12-17-04

Ed 610.03 Early Field-Based Experience.

(a) Each program of professional preparation shall require each candidate in a teacher preparatory program, before participating in a culminating field-based experience, to participate in an early field-based experience.

(b) An early field-based experience shall provide opportunities for observing, teaching, and engaging with school-age youth.

[Source.](#) (See Revision Note at part heading for Ed 610) #6048, eff 6-2-95; ss by #6366, eff 10-30-96; ss by #7923, eff 7-24-03

Ed 610.04 Admission to the Culminating Field-Based Experience. Each program of professional preparation shall require that a candidate in a teacher preparatory program successfully complete early field-based experience before admission to the culminating field based experience.

[Source.](#) (See Revision Note at part heading for Ed 610) #6048, eff 6-2-95; ss by #6366, eff 10-30-96; ss by #7923, eff 7-24-03

Ed 610.05 Culminating Field-Based Experience.

(a) Each program of professional preparation shall require that each candidate in a teacher preparatory program:

- (1) Successfully complete a culminating field-based experience as an educator; and
- (2) Participate in a culminating field-based experience for a minimum of one semester or its equivalent.

(b) During the culminating field-based experience, the candidate shall:

- (1) Demonstrate the ability to perform competently each of the competencies described in Ed 610.02; and
- (2) Engage in the full range of teaching activities, roles, and responsibilities encountered in the school setting.

[Source.](#) #7923, eff 7-24-03

Ed 610.06 Institutional Responsibilities. Each institution that offers a teacher preparatory program shall:

(a) Designate one or more faculty members to be responsible for coordinating and managing the program, including the orientation of cooperating teachers;

(b) Provide for the supervision of each candidate in a teacher preparatory program by one or more faculty members, which supervision shall include both direct observation and follow-up conferences;

(c) Provide cooperating teachers with information about the requirements of the institution relating to field-based experiences; and

(d) Provide a cooperating teacher with any information from a candidate's record that the institution believes would be helpful to the cooperating teacher in supervising the candidate's culminating field-based experience.

[Source.](#) #7923, eff 7-24-03

Ed 610.07 Cooperating Teacher.

(a) "Cooperating teacher" means a teacher who makes an agreement with an institution to supervise, in a classroom setting, one or more candidates in an early or culminating field-based experience.

(b) A cooperating teacher shall hold an experienced educator credential in:

(1) The subject area in which the teacher supervises a candidate in a teacher preparatory program, when the class is devoted to a particular subject area; or

(2) The level at which the teacher supervises the candidate, when the class is a grade-level class in which a variety of subjects is taught.

[Source.](#) #7923, eff 7-24-03