

## NARRATIVE ATTACHMENTS

### A. Curriculum of the Secondary English Education Program, Advising Sheet, and Post-Baccalaureate Requirements

#### General Education, Education, and Special English Requirements for Certification as an English Teacher

##### GENERAL EDUCATION REQUIREMENTS

For teacher certification in English (secondary), the following courses must be included in the General Education requirements:

- one U.S. History course in the Arts and Humanities component (B);
- one Geography course in the Social Sciences component (C).

##### MAJOR REQUIREMENTS

- **ENG 312 Descriptive Grammar (standard 3.1-7)**

##### ENG 312 DESCRIPTIVE GRAMMAR

*4 credits*

Examination of English grammar and theory, including traditional, transformational-generative, and case grammar. Collateral readings will focus on applied linguistics and American dialects. Students develop skills for teaching grammar through written/oral exercises. Required for secondary English teacher certification. Open only to junior and senior English majors, or by permission of instructor. Prerequisites: ENG 101 and one 200-level English course. Fall

- **One additional course in writing beyond ENG 101 and 200 (standard 3.2.1-5, 3.4.1-2).**

**Students may choose from among: ENG 202 Expository Writing, ENG 204 Creative Writing, ENG 203 Women's Writing, ENG 208 Topics in Writing, ENG 301 Fiction Workshop, 302 Poetry Workshop, 303 Nonfiction Workshop, 304 Writing for Teachers, 308 Advanced Topics in Writing**

##### EDUCATION REQUIREMENTS (standard 1.0)

- Orientation  
ESEC 100 Introduction to Teaching
- Learners  
ESEC 150 Development, Exceptionality, and Learning I \* (**standard 1.2**)  
ESEC 250 Development, Exceptionality, and Learning II \* (**standard 1.2**)
- Fundamentals  
This part of the knowledge base is taken within the English discipline.
- Settings  
ESEC 320 Education Environments/Practices
- Methodology  
ESEC 385 Methods: Secondary (**standard 1.1-4, 2.1-6, 3.3.1-3, 3.5.3, 3.6.1-3, 4.1-10**)  
ESEC 386 Methods: Field Experience \* (**standard 1.1-4, 2.1-6, 3.3.1-3, 4.1-10**)
- Systems  
ESEC 450 Seminar: Educational Principles\* (**standard 1.1-4, 2.1-6, 3.3.1-3**)
- Practice  
ESEC 460 Student Teaching \* (**standard 1.1-4, 2.1-6, 3.3.1-3, 3.7.1-2, 4.1-10**)

**\*Course requires a minimum of one to three hours of field work in the schools or service learning.**

##### ELECTIVES

Select courses to reach a total of 120 credits for the degree.

## English Major 2005-06 Catalogue

### English

#### *Bachelor of Arts*

Students in the English major will study the historical development of English, American, and European literatures, as well as other literary and rhetorical traditions (**standard 3.5.1**). The department stresses critical thinking, the analysis of texts (**standard 3.3.1**), clear and effective writing (**standard 3.4**), aesthetic appreciation, and theoretical sophistication (**standard 3.5.4**). We value small class sizes and personal contact between faculty and students. English majors and minors can expect to work closely with their academic advisors to plan a course of study, and faculty work as mentors, guiding students to consider such opportunities as a semester of study abroad. In addition to fostering a lifelong appreciation of literature and language (**standard 3.3.3**), a degree in English provides a range of personal and professional opportunities. Surveys of employers consistently stress the value of the skills we teach: the ability to communicate effectively with others, to think critically and creatively, to read carefully, and to write with clarity and purpose. KSC English majors have gone on to graduate and professional schools; they are working in the field of teaching; they work as writers; and they are employed in publishing, journalism, business, public relations, library science, and many other fields.

Students majoring in this field must complete a minimum of nine courses (36 credits) in English, in addition to ENG101 Essay Writing and a general education literature course, which do not count toward the major. All English majors must take ENG 209 Literary Analysis, the introduction to the major, before completing 13 credits in English; this course is not open to seniors. Four of the nine required courses must be at the 300 level and three must be at the 400 level (one of which must be a theory course), for a total of seven courses at the 300 and 400 levels. Students must complete one 200-level literature course before taking a 300-level course and one 300-level course before taking a 400-level course. Students must take one course in pre-1789 British literature, and another course must cover pre-1789 in any area.

#### **LANGUAGE REQUIREMENT**

The student must demonstrate proficiency in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities. The complete policy statement appears at the beginning of the Bachelor's Degree Programs section of this catalog.

#### **GENERAL EDUCATION REQUIREMENTS**

*(minimum) 43 credits*

#### **MAJOR REQUIREMENTS**

*36 credits*

ENG 209 Literary Analysis (**standard 3.5.2**)

You must choose one additional course at the 200 level, four at the 300 level, and three at the 400 level, including a course in theory.

#### **Select two of the following courses in British literature (one from pre-1789 literature):**

ENG 220 Readings in English Literature

ENG 321 English Literature: Beginnings to 18th Century

ENG 322 English Literature: 18th Century to Present

ENG 323 Medieval Literature

ENG 324 Chaucer

ENG 326 Shakespeare: Comedies and Histories

ENG 327 Shakespeare: Tragedies

ENG 328 Milton

ENG 329 19th-Century English Literature

ENG 330 Studies in British Literature

#### **Select two of the following courses in American literature:**

ENG 210 Introduction to American Studies

ENG 240 Readings in American Literature

ENG 247 Readings in American Indian Studies

ENG 341 Early American Literature

ENG 342 19th-Century American Literature

ENG 343 20th-Century American Literature

ENG 344 Studies in American Literature

ENG 345 Black American Literature

ENG 346 Transcendentalism

ENG 347 Modern American Indian Literature

#### **Select two of the following courses in multicultural, world, or continental literature:**

ENG 247 Readings in American Indian Studies

ENG 250 Readings in Continental Literature

ENG 252 Literature of the Holocaust

ENG 260 Readings in World Literature

ENG 261 Classical Literature of Greece

ENG 345 Black American Literature

ENG 347 Modern American Indian Literature

ENG 350 Studies in Continental Literature

ENG 360 Studies in World Literature

ENG 370 Studies in Literatures of the Americas

#### **When appropriate, the following courses may be used to fulfill requirements in any of the three categories listed above:**

ENG 280 Cultural Studies

ENG 285 Genre Studies

ENG 290 Topics

ENG 298 Independent Study

ENG 381 Women Writers

ENG 390 Studies

ENG 410 Theory

ENG 490 Advanced Studies

ENG 495 Seminar

ENG 498 Independent Study

#### **Select one course in theory (3.5.4):**

ENG 402 Theory and Practice

ENG 410 Theory

#### **DEGREE REQUIREMENTS 120 credits**

## ADVISING SHEET FOR SECONDARY CERTIFICATION ENGLISH MAJORS

English 101 \_\_\_\_\_  
Intermediate Modern Language (Gen Ed A&H) \_\_\_\_\_  
US History (Gen Ed A&H) \_\_\_\_\_  
Geography (Gen Ed Soc Sci) \_\_\_\_\_

### My 2 200-level courses are:

- 1) ENG 209
- 2) \_\_\_\_\_

### My 4 300-level courses are:

- 1) ENG 312
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

### My 3 400-level courses are:

- 1) 402/410
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

I have met my pre-1789 British requirement by taking \_\_\_\_\_.

I have met my pre-1789 requirement by taking \_\_\_\_\_.

My two British courses are 1) \_\_\_\_\_ and 2) \_\_\_\_\_.

My two American courses are 1) \_\_\_\_\_ and 2) \_\_\_\_\_.

My two Multicultural/World/Continental courses are 1) \_\_\_\_\_ and \_\_\_\_\_.

My second writing course is \_\_\_\_\_.

I have met my Theory requirement by taking \_\_\_\_\_.

## EDUCATION COURSES

_____ ESEC 100	_____ ESEC 320
_____ ESEC 150	_____ ESEC 385-86
_____ ESEC 250	_____ ESECE 450-60
_____ PRAXIS passed	(GPA 2.5 needed to student teach)
_____ Admitted to Teacher Ed	

## **Post Baccalaureate English Certification Requirements**

Competencies in the CONTENT AREA:

Individuals preparing for certification in English/Language Arts (grades 5-12) must demonstrate the listed competencies. Passing scores on the PRAXIS II subject exam will be accepted as evidence of competency for all of section “C” requirements. Otherwise, additional courses or standardized tests (i.e., CLEP) must be completed for each missing requirement.

<b>Competency</b>	<b>Recommended KSC course</b>
English Grammar	ENG 312 Descriptive Grammar
Non-Fiction Writing	ENG 202, 203, 303, 304, and when appropriate 208, 308, or 402
Genre Study	ENG 209, 285
Pre-1789 British Lit (language change)	ENG 321, 326, or 327
British Literature	ENG 321 or 322
American Literature	ENG 342, 343, or 344
Women and Minorities	ENG 245, 252, 345, 347, 370, 381
World Literature	ENG 250, 252, 260, 261, 350, 360
Teaching Reading	ESEC 282
Teaching Media	COMM 175

## B. Methods Fieldwork Assignment

Once you get your placement, you will be dividing your time and attention between class work and time in the field. You will need to spend a **minimum** of 25 hours in the schools. You may spend this time in a variety of ways—observing different teachers and grade levels, tutoring students, monitoring small group work, grading quizzes, talking to staff, roaming the halls to see what the cafeteria, library, and detention room are like. You need to keep a **log** of all your hours which will serve as a cover sheet for the fieldwork section of your final portfolio. List dates, times, and activities: e.g., October 10, 2 hours, observation of Ms. Teacher’s 4<sup>th</sup> period sophomore honors class, *The Great Gatsby*.

During your 25 hours, you must complete **four official observations and teach four times**. You will need to work out your time in the schools with your cooperating teachers according to your and their schedules. You may do one hour of work every day for 25 days or complete your 25 hours by putting in four full school days. When you teach or do your official observations, you may be in the same class for four days or four different classes in one day. Different days will show you the same teacher and students in different moods and being influenced by different situations—the lunch menu, the full moon, the fight that took place in the hall. However, different classes on the same day can show you how the same teacher treats different groups of students and how the time of day can change the mood of an entire school.

Please remember that, although these teachers are receiving a little (very little) compensation for doing this, they are still doing us a favor by letting you into their classrooms. Be cooperative, polite, grateful, and professional even if they want you to teach grammar for all four lessons. All teaching experience at this point in front of real students will be very valuable for you.

### Four Observations

Each observation consists of two parts. For the first part, you will read a section of the book and do a reading response for that material. The second part is to compare what the book says with what you actually see during this observation. Your critical analysis of what you observe is what is most important in completing these written observations.

For observation 1 and 2:

- 1) You must select a particular class period to observe. State what the class is; the date, day, and time of the observation; how long the period lasts; and what subject is being covered.
- 2) Keep a list of all the major activities (attendance, returning work, giving instructions, small group work, discussion, homework, etc.).
- 3) Complete your observation focusing on one of the following areas.

**#1 The Teacher:** Before you do this observation, read the description of teachers in *Journey* Chapter 2, pp. 37-49. While you are in the classroom, take notes on everything this teacher does. Then analyze what you saw in terms of the information in the chapter: Does this teacher exhibit the “characteristics of good teachers” as outlined in this chapter? Does the teacher do what this chapter says “a teachers needs to do”? Which of the five models or what combination of these models do you see the teacher using? Finally, comment on what you found most effective about this teacher. What things might you do differently?

**#2 Manipulating the Variables:** Read Chapter 2, pp. 51-57 so that you understand all the variables that Christenbury is discussing. Then analyze how well this teacher juggles all these variables and how each seems to be influencing what happens and what is accomplished. For example, does the teacher seem to be aware of the time of day and does that seem to matter?

**Observations #1 and #2 Due: Tuesday, November 1**

**#3 The Environment:** Read Chapter 3, pp. 73-79 and analyze the environment this teacher has established in terms of the atmosphere that is created and the room's arrangement. Draw the room and comment on how the arrangement seems to affect the students. Does this room have the five things she suggests teacher's buy? How is the room arranged and what is the effect of this arrangement? If you can without prying, inquire about creature comforts and food. If your teacher is a floater, comment on how that influences the teaching environment. Then describe your ideal room arrangement and why you would want the space organized this way. Compare your ideal to what you observed.

**#4 Would you want to work here?:** For your last observation, I'd like you to analyze your overall experience in this school. Imagine yourself working at this school. Is the building inviting? What about the hallways? Are you greeted by friendly faces in the office? Is there a faculty lounge? Is it a nice place to congregate with colleagues? Are the faculty bathrooms clean and convenient? Is the library staff friendly and likely to cooperate with you on your creative reading projects? How's the cafeteria? Study hall? Detention room? Parking lot? See as much as you can and try to imagine how students feel coming here every day and how you would feel if this school offered you a job.

**Observations #3 and #4 Due: Tuesday, November 22**

### **Four Lessons**

In addition to the observations, you will need to teach four lessons. If whole period lessons cannot be arranged, do mini-lessons, but try to teach on four separate occasions.

For each of your lessons, you will need to turn in:

- **Your lesson plan:** When you are actually teaching, you are no longer following anyone else's formula for creating lesson plans. You need to write down whatever you need to get you through that lesson successfully, and you need to turn in to me what you actually used.
- **A self-evaluation:** After you have completed the lesson, you need to reflect on it and explain what went well and what didn't, what you expected and what actually happened, and how you might adjust the lesson were you to do it again.
- **A written critique:** You need to ask your cooperating teaching to critique one of your lessons. Occasionally, a teacher will not want to do this. In this case, you need to have a conversation with the teacher about your lesson, and you need to turn in the notes you take during this conversation. This critique may be just informal observation notes or may be recorded on the evaluation form I will provide.
- **My observation** of your teaching: I will need to come to observe you teach once during the semester. Since our schedules may conflict, let me know as soon as possible what days you will be teaching.

By the end of your fieldwork, you should have in your portfolio:

- 1) Your log of the 25+ hours
- 2) Four formal observations;
- 3) Four lesson plans and self-evaluations;
- 4) A critique (or your notes) from your cooperating teacher;
- 5) A critique from me; and
- 6) A final reflection on the most important things you learned during this fieldwork.

## C. Excerpts from the Student Teaching Handbook

### Introduction

The purpose of your student teaching experience is to provide you with the opportunity to learn what it means to be a full-time teacher—to plan and teach a full-load of classes, to establish a positive learning environment in your classroom, to manage discipline problems, to fulfill professional responsibilities, to interact with students and colleagues, to deal with parents and guardians, to put into practice all the theories and techniques you have learned through your education courses, and to share your content knowledge with students. You will assume these responsibilities gradually, but by the end of your student teaching semester, you should be prepared to take on your first full-time teaching job.

We hope this experience will be enlightening, satisfying, and challenging. We expect that at times it will also be overwhelming and frustrating. What you need to remember is that you are not alone in this endeavor. The best part about the structure of the student teaching experience is that you will have support and guidance as you go through the process. Both your cooperating teacher in the school and your college supervisor will be available to help make this experience successful and to help you feel prepared to take on the challenge of being a teacher.

### Placement

You will be placed in either a middle or high school. In a high school setting, you will usually have one cooperating teacher, but in some situations, you will have two. While working with one teacher provides consistency and a clear definition of “load,” working with two teachers provides more diversity and an opportunity to compare and contrast styles. Student teachers have found both situations rewarding. If you are placed in a middle school, you will likely be part of a team of teachers. While the team member in your subject area will serve as your primary cooperating teacher, this arrangement may provide you with increased opportunities for team-teaching and interdisciplinary work.

Whatever the particular configuration of your placement, you should remember that secondary student teachers are being certified for grades 7 through 12; English and Social Studies student teachers are being certified for grades 5 through 12. That’s a wide range of age and ability levels. Take every opportunity, particularly at the beginning and end of your placement when your load is lighter, to observe other teachers and other students. If you are teaching 9<sup>th</sup> grade, for example, and the middle school is located in the same building as the high school, go visit the 8<sup>th</sup> graders and see where your students were developmentally just a year ago. Or visit the 5<sup>th</sup> grade and see where they were when they began their adolescent journey. While you may imagine yourself teaching 11<sup>th</sup> and 12<sup>th</sup> graders in your first job, the best job offer you receive may be for a 6<sup>th</sup> grade class. You should use this opportunity to prepare yourself to accept the best position that is offered to you no matter what the grade level.

### Timetable for Assuming Responsibilities

Each student teacher and student teaching placement is different. Exactly what classes and how many you will teach, how many different preparations you will have, how large your classes will be, and what other duties you might need to assume as part of your load will depend entirely on what school you are in and who your cooperating teacher is. We, therefore, cannot provide you with too many specifics about what this experience will entail. However, we can offer some general guidelines for how your student teaching experience should progress.

The timeline for assuming responsibilities might best be explained as a bell curve. You will begin slowly; in fact, you may spend a week simply observing all the classes you will eventually teach and learning students’ names. Or you may begin by acting as a sort of teacher’s aide in these classes—giving and correcting quizzes, helping with small group work, and doing mini-lessons. However, you should also be prepared for the possibility of picking up one class as soon as you arrive.

Gradually, over the course of the semester, you will assume more and more responsibility, until you have finally taken on the full load of your cooperating teacher. How long this time of full responsibility lasts will depend on the specific circumstances of your teaching situation. The goal is to make the time long enough for you to gain the experience of having a full-time teaching position. Because this time will be the most valuable in terms of preparing you for your first job, you should make it as long as possible; **minimally, you should carry the full-load for three weeks.**

At some point after you have carried the full load, you may begin working your way out of classes, ending your time at logical points (such as the end of a unit), until you are finally handling only one or two classes again. You should be working your cooperating teacher back into the classes at the end of the semester, just as that teacher worked you into the classes at the beginning of the semester.

### Goals

Ultimately, the goal of student teaching is to prepare you to accept and competently handle your first teaching position. In evaluating your progress toward meeting this goal, we will use the principles outlined in Charlotte Danielson's book *Enhancing Professional Practice: A Framework for Teaching*, which will also serve as your textbook for ESEC 450, the seminar taken concurrently with Student Teaching. According to Danielson's model (see Chapter Three of her book), you should strive to achieve the following four goals during your student teaching:

- 1) Develop your expertise in **planning and preparation** by demonstrating your knowledge of subject matter, methodology, students, instructional goals, resources, instructional design, and assessment.
- 2) Develop your expertise in establishing a positive **classroom environment**, including establishing respect and rapport with students within a culture of learning, managing classroom procedures and student behavior, and effectively organizing your classroom space.
- 3) Develop your expertise in **classroom instruction** by communicating clearly, using a variety of teaching techniques that engage students in their learning, providing feedback, and being flexible and responsive to students.
- 4) Develop your sense of "professionalism" and demonstrate **professional responsibility and growth** by reflecting on your teaching, maintaining accurate records, and communicating effectively with families, colleagues, and administrators.

In addition, you should work on the important **themes** also outlined in Danielson of promoting equity, practicing cultural sensitivity, maintaining high expectations, providing developmentally appropriate activities, accommodating students with special needs, and incorporating technology into your classroom.

### Expectations

As secondary student teachers, you have already begun your professional work in the field during Methods where you learned and practiced the principles of professionalism that we expect to see in student teaching. Some of these are:

- That you remember **you are a guest** in this school and that the teachers and administrators there are under no obligation to allow us to use this placement site. Therefore, you must always behave in a professional and polite manner, not only so as to make your experience successful, but so that future student teachers will be welcome there.
- That you are always **present, on time, and stay for the full school day**. Under no circumstances may you be absent without a compelling reason and without informing your cooperating teacher *prior to the absence*. You must inform your college supervisor of the absence within 24 hours. You must always be at school early so that you have time to organize all your materials for the day and are ready to greet your students as they arrive. You should not leave the school until you are prepared for the next day and have your cooperating teacher's permission to do so. Be prepared to stay long after the last bell on many days for faculty meetings, co-curricular activities, providing extra help or make-up work for students, or meeting with students' parents or guardians.
- That you are always thoroughly **prepared**. It is never acceptable to "wing it" while you are student teaching. You need to discuss with your cooperating teacher exactly what kind of lesson plans you will need to produce for each lesson and always keep the teacher fully informed well in advance about what you are planning to do.
- That you continually **evaluate your own knowledge base**. If you discover an area in which you are weak, now is the time to study that area and improve your ability to communicate your understanding to students. You may not say, "I was never very good at . . ." when that subject is now an area you are expected to teach.
- That you continually **reflect on your progress**. Each lesson should cause you to consider what went well and what could have been improved. But beyond that, you must also think about why techniques worked or didn't, why certain students responded well or didn't, and what about your presence or



presentation was contributing to the success or failure of a particular lesson. Make notes on your lesson plans about any changes you wish to make.

- That you continually increase your **knowledge of your students' abilities, learning styles, and lives** so that you can adjust your lessons and methods to suit their needs and your own instructional goals. Be clear about whether the personal information that they share with you about their lives may be kept confidential or must be reported to the authorities.
- That your **attitude counts**. Your cooperating teacher, college supervisor, and most importantly, your students will be able to sense whether you are enthusiastic about what you are doing. If you care about fostering the intellectual and personal development of your students, let that show. If you love your subject matter and want your students to love it, tell them that and tell them why. If you value education, make them feel that they are spending each day doing important work with you. If you are bored or lethargic, why should they be otherwise?
- That you **know the rules** of your school. Most schools have a handbook outlining school policies. Read it and ask questions about anything you do not understand. Follow the school regulations and policies. If you have not already met with the school's administrators, set up appointments to meet the principal and guidance counselor. The first time these important people meet you should not be the first time you are facing a problem.
- That you at all times **behave in a professional manner** in terms of how you interact with administrators, colleagues, and students; in terms of how you speak and the language that you use; in terms of how you dress; in terms of how you organize your plans, files, records, and life; and in terms of how you behave in the community. A student teacher must be a model for acceptable adult behavior at all times. Even though your seniors may only be a few years younger than you are, even though you may want your students to like you, and even though you may want them to know that you relate to and understand what they are feeling, you must *never* cross the boundary between professional and personal relationships with students.

### The College Supervisor

Most of you will be working with your Methods instructor who will follow you into the field and become your college supervisor. The supervisor will visit you to observe your teaching at least **four times** during the semester. To facilitate this visit, you need to provide your supervisor with a copy of your complete schedule, including the times and rooms for every period of the day. You will also need to provide ways in which you and your cooperating teacher may be contacted, as well as maps and directions.

During the visit, the supervisor will talk to you about the observation and your placement in general; it is important that the two of you have a chance to talk alone. Following the supervisor's visit, you will receive a written evaluation of the class or classes observed. This will become part of your student teaching file in the TEGS office and should also be placed in your portfolio.

During these visits, the supervisor will also want the opportunity to speak to your cooperating teacher alone to discuss your progress. You may, then, be asked to join in on this conversation for a three-way conference about your progress and plans.

Generally, these observations and conversations are congenial and opportunities to celebrate the fact that you are becoming one of our colleagues and moving away from your status as a student. However, occasionally problems arise either in the progress of the student teacher or in the relationship between the student teacher and the cooperating teacher. These visits, then, become a chance for the problems to be resolved through the cooperative effort of all the people involved and sometimes through the mediating efforts of the supervisor. This is why both you and your cooperating teacher will have time alone with the supervisor, but also why time together is important. The supervisor will try to be as flexible as possible in arranging the visits so that these conferences can take place.

Your college supervisor will want to review your lesson plan for the day as well the unit plan in which this lesson occurs. Your supervisor will inform you about more specific instructions for preparing for the visit.

While your college supervisor may only visit the school four times, he or she is your teacher of record for the student teaching course. This means the supervisor is available to you throughout the semester for any help or guidance you may need. Please do not hesitate to contact your supervisor at any time.

### The Cooperating Teacher

The cooperating teacher is the professional faculty member with whom you will be working in the field. This is the person whose responsibilities you will gradually be assuming. This is the person with whom your primary, daily interaction will occur and who will share with you all the professional knowledge, methods, and materials he or she has accumulated through years of experience. You will, therefore, generally find this person to be enthusiastic, positive, cooperative, and effective in mentoring you into the profession.

The cooperating teacher will be observing you on a regular basis and providing regular feedback on your progress and plans. In addition, the cooperating teacher will complete **two formal evaluations**, one at midterm and one at the end of your student teaching. The midterm evaluation is a progress report. It should include both comments on a particular class the teacher has observed and more general comments on your strengths as a teacher as well as on the areas you are working to improve. Your final evaluation is completed on a form that your college supervisor will provide to your cooperating teacher and that will be filed in the TEGS office. However, the most important part of your final evaluation, both from your cooperating teacher and your college supervisor, will be the **letters of recommendation** they write for you. These will be an essential part of your portfolio and your job search.

The role of the cooperating teacher is two-fold and may appear dichotomous: 1) to provide you with guidance and help as you take on this role of teacher and 2) to allow you the opportunity to grow into this role on your own. Gradually, over the course of the semester, the cooperating teacher will be pulling away from you, not so far away that you will feel abandoned, but enough so that you will fully understand the responsibilities of teaching and managing a class on your own. At first, your cooperating teacher may be a consistent and helpful presence in the room even when you are teaching. But as soon as possible, **you should frequently be left alone in the classroom** so that the students see you as their teacher, come to you with their questions, and look to you to resolve issues of classroom management.

During those times when the cooperating teacher is in the classroom with you—at the beginning of the semester, for example, when you are still receiving a good deal of guidance or whenever the teacher is conducting a formal observation—the **cooperating teacher should remain an observer while you teach**. Undoubtedly, the cooperating teacher, because of years of experience, would handle the lesson differently, have more to say about the subject, and be more skilled at drawing out information from students. This is why it is so important for you to spend time observing and learning from this teacher. However, when it's your turn to do the lesson, you need to be allowed to do it on your own. Your teacher should provide suggestions for improvement privately *after* the lesson. Sometimes when student teachers have two classes using the same material, this conversation can take place between classes and suggested improvements can be implemented the very same day.

Remember that the goal of student teaching is for you to **handle the cooperating teacher's full load** (or the equivalent if you have two cooperating teachers). The two of you will need to decide together which class it would be best for you to assume responsibility for first, and you will need to be honest about when you feel ready to take on more work. There might also be instances where it would be inappropriate for you to take on some part of the cooperating teacher's load (an AP class, for example). If this happens, the cooperating teacher and the college supervisor will discuss what adjustments can be made to give you the full-load experience. In all cases, however, eventually you should take on the equivalent of a full load. Therefore, if you were to feel totally overwhelmed by the time you had taken on the third of five classes, you would need to discuss with your cooperating teacher how to adjust what you were doing so that your schedule could accommodate the work of those other two classes.

Finally, remember that your cooperating teacher has volunteered to do this. Many cooperating teachers take on this responsibility because of their own commitment to the future of the profession; they want to help you. **Take advantage of the knowledge and experience this teacher has to share with you.** Always take any opportunity the cooperating teacher offers to share files, assignments, tricks of the trade, or student work. Cooperating teachers are a wealth of information; listen to and learn from them.

On the other hand, always remember that **your presence in this teacher's classroom is a privilege** and that, ultimately, even when you are handling the full load, it is still that teacher's classroom and those students are his or her responsibility. You must, therefore, always keep the cooperating teacher informed about what you are doing and why. Your cooperating teacher will also contact your college supervisor should any concerns about your performance arise. Your supervisor will then arrange a three-way conference to address these concerns.

## Use Your Time Well

Past student teachers have said that the most important thing you can do to create a successful experience is to take full advantage of every opportunity for professional development that presents itself. Be on the lookout for these opportunities and be sure to document them for your portfolio. Throughout your student teaching, you should be taking every opportunity to listen and learn, to be involved and to help. Some examples are:

- Helping with extracurricular academic school activities (yearbook, plays, music events, science or academic fairs, spelling or geography bees) and attending performances
- Assisting a sports coach or attending games or practices
- Attending all meetings (faculty meetings, in-service days, parent conferences, open houses, etc.) that you are allowed to participate in
- Chaperoning field trips or dances
- Providing extra academic help to students before and after school

Each of these experiences will enhance your knowledge of your students' lives outside of your classroom. The wisdom gained and the relationships built will have a positive impact on your teaching.

## Portfolios

Throughout the semester, you should be collecting artifacts to include in your portfolio that demonstrate your ability to plan and prepare lessons and units, to create a classroom environment that fosters learning, to teach effectively, and to behave in a professional manner—the goals outlined in Danielson. You should, therefore, keep a record of everything you do during your student teaching experience. Below are a few examples of artifacts you might collect.

- *Planning and Preparation:* All lesson and unit plans, handouts, and assessment tools
- *Classroom Environment:* Photographs of your classroom that show how the room arrangement corresponds to the learning activity, a list of class rules, a record of your interaction with paraprofessionals
- *Instruction:* A videotape of your teaching, comments on student papers or tests, lesson plans that show accommodations, records that show how you monitor participation
- *Professional Responsibilities:* Observations completed by your supervisor and cooperating teacher, your responses to Danielson completed for ESEC 450, evidence of your participation in school events or faculty meetings

## A Last Piece of Advice

For the vast majority of student teachers, this semester is the best experience of their college years. They finally feel like real professionals; they are finally using all the skills they have developed during their years of education. They gain confidence and develop a sense of humor about adolescent behavior, as well as a compassion for adolescent problems. They often become very attached to their students and feel sad about leaving them, but they are also anxious to meet the new students they will have in their very own classrooms the next year. For most people, student teaching is an extraordinarily satisfying experience, and they leave feeling ready to take on the challenge of their first jobs. But you should also realize that for a few students, this experience is the one that makes them know for sure that teaching is not for them, at least not right now. While it is difficult not to see this realization as some kind of a failure, it is really a step toward clarity about the direction their lives should take. The skills you will develop in student teaching will be valuable no matter what job you take after graduation. If you begin to feel that teaching is not a career you want to commit to at this time, please do not hesitate to talk to your college supervisor. You will not be the first person who has chosen a different career path after successfully completing student teaching. It is often said that teaching is not a job but a lifestyle. There is no shame in deciding that this lifestyle is not for you and choosing a better path for your own happiness and satisfaction. And remember that if at any time in the future you should decide that you want to return to the classroom, this door will always be open to you.