

GATE 3: ACCEPTANCE INTO STUDENT TEACHING

Application Guidelines and Requirements

- Resumé (Submit **four** stapled copies to the OTC)
 - A sample is provided as a *guideline*.
- Professional Statement (Submit **four** stapled copies to the OTC)
 - A professional statement articulates the set of attitudes, values, and beliefs you have been developing that will contribute to your potential success as a teacher. You should begin reflecting on your core values and beliefs about teaching and the impact you believe you will have on students.

When writing your professional statement, think about the following questions:

- What skills and attitudes are characteristics of effective teaching?
- What is the role of education in our society, and in what ways do you, as a teacher, respond to this role?
- In what ways do you, as a teacher, recognize and respond to your own attitudes toward cultural, learning, and ability differences in your students?
- How does collaboration affect the teaching and learning process?
- Title your statement as follows:

PROFESSIONAL STATEMENT OF (INSERT YOUR FULL NAME)

CERTIFICATION AREA: _____

- Be sure to take the time to thoughtfully prepare your materials by carefully reviewing your statement for clarity and grammar. Review your resume and professional statement with the Writing and Reading Center and your academic advisor.
- Faculty Evaluation **ONE** of Student Teacher Candidate
- Faculty Evaluation **TWO** of Student Teacher Candidate
 - Faculty Evaluations must be submitted from **two** PSU faculty members with whom you have taken classes. One of these evaluations is required to be from a faculty member in your major department. Evaluations should be returned to the OTC.
- Placement Information Sheet
 - The Placement Information Sheet is used to gather information regarding student teaching placement requests.
- Department Approval
 - All applicants must be approved by both the OTC and the major department. A list of student teacher candidates is sent from the OTC to the department, which will decide if a student has the knowledge, skills, and dispositions necessary to be a teacher. ***NO ACTION IS REQUIRED OF THE STUDENT TEACHER CANDIDATE.***
- Required Cumulative Department Grade Point Average of 2.5/2.7
- Seminar 1A - Preparing for Student Teaching
 - Attendance at the seminar is **MANDATORY**
- Seminar 1B - Preparing for Student Teaching
 - Attendance at the seminar is **MANDATORY**
- Student Teaching Registration
 - “The student must have completed all other course requirements for certification by the end of the semester prior to the one in which they wish to student teach.” (see PSU Academic Catalog)
- Placement Confirmation One
- Placement Confirmation Two (applicable for Physical Education, Health, Music and Art)

* Once all Gate 3 requirements have been successfully fulfilled, you will receive a Gate approval e-mail and a completed Gate 3 checklist in your HUB Suite box.

Sample

Ima Great Teacher

PO Box xx
Plymouth, NH 03264
(603) 536-xxxx
e-mail: teach@aol.com

- OBJECTIVE** Secondary Mathematics teaching position where I can motivate students to overcome the challenges and difficulties with all levels of mathematics
- EDUCATION** **Bachelor of Science in Mathematics Education**
Plymouth State University, December 20xx
- Includes all course work for certification in mathematics teaching at the junior high and high school level
 - Earned 85 percent of college expenses by working 35 hours per week while attending college full-time
 - GPA 3.3/4.0 scale
- HONORS** Graduate Cum Laude
President's List (Spring 20xx)
Dean's List (Academic Year 20xx)
Kappa Delta Pi Education Honor Society (20xx-20xx)
- TEACHING EXPERIENCES** **Student Teacher, Plymouth Area High School, Plymouth NH**
September –December 20xx
- Daily lessons in algebra and geometry to four classes mostly freshman and sophomores
 - Developed and taught a unit on set theory in pre-calculus
 - Processed lesson plans, progress and grade reports
 - Served as a senior class advisor
- Help Seminar Instructor, Plymouth State University, Plymouth, NH**
February 20xx-May 20xx
- Assisted students with difficulties in algebra
- Mathematics Tutor, Plymouth State University, Plymouth, NH**
September 20xx-May 20xx
- Tutored various mathematics courses such as Intro to Algebra, Finite Mathematics, Statistics, Applied Calculus
 - Worked with individual students and groups of students
- RELATED EXPERIENCES** **Sales Associate, Staples, Concord, NH, Summers 20xx-20xx**
Dealt with customers in a courteous manner
- Supervised 12 employees
 - Sales Associate of the Week, twice in 20xx
- ACTIVITIES** Plymouth State Mathematics Club, 20xx-20xx
Plymouth State Ski Team, 20xx and 20xx
Plymouth State Rock Climbing Club, 20xx-present
- REFERENCES** Available upon request

FACULTY EVALUATION OF STUDENT TEACHER CANDIDATE

This evaluation is non-confidential and may be shown to the candidate upon request.

Name of student teacher candidate: _____ Major: _____

Student teacher candidate ID # _____

Name of faculty member: _____

Courses in which you have taught this student teacher candidate: _____

Directions: *Using the scale provided, please rate how often you have observed the candidate display this behavior with regard to your class.*

5 = Always 4 = Usually 3 = Sometimes 2 = Rarely 1 = Never NA = Unable to rate candidate

Commitment

• Accepts responsibility for own academic performance	5	4	3	2	1	NA
• Work and/or performance reflect high standards of achievement for self	5	4	3	2	1	NA
• Persists when faced with academic challenges	5	4	3	2	1	NA
• Completes coursework on time	5	4	3	2	1	NA
• Is punctual for class	5	4	3	2	1	NA
• Is prepared for class	5	4	3	2	1	NA

Holism

• Demonstrates understanding of specific course content in relation to broader subject area	5	4	3	2	1	NA
• Finds personal connections and meaning to course content	5	4	3	2	1	NA

Experience

• Able to apply theoretical knowledge to examples	5	4	3	2	1	NA
• Takes initiative to expand own knowledge base	5	4	3	2	1	NA

Collaboration

• Engages effectively in collaborative efforts	5	4	3	2	1	NA
• Communicates ideas effectively	5	4	3	2	1	NA
• Communicates respectfully	5	4	3	2	1	NA
• Seeks clarification and assistance as necessary	5	4	3	2	1	NA
• Receptive to new ideas and diverse perspectives	5	4	3	2	1	NA
• Seeks to resolve conflict respectfully and effectively	5	4	3	2	1	NA

Knowledge

• Demonstrates understanding of course content	5	4	3	2	1	NA
• Communicates effectively in writing	5	4	3	2	1	NA
• Communicates effectively in speaking	5	4	3	2	1	NA

Comments

Use reverse side to comment on any of your ratings, to provide additional relevant information not otherwise covered above and to explain the circumstances under which you have come to know this person.

FACULTY SIGNATURE: _____ DATE: _____

Return to: Office of Teacher Certification, Plymouth State University, Spere Administration Building 215, MSC 41A.

FACULTY EVALUATION OF STUDENT TEACHER CANDIDATE

This evaluation is non-confidential and may be shown to the candidate upon request.

Name of student teacher candidate: _____ Major: _____

Student teacher candidate ID # _____

Name of faculty member: _____

Courses in which you have taught this student teacher candidate: _____

Directions: *Using the scale provided, please rate how often you have observed the candidate display this behavior with regard to your class.*

5 = Always 4 = Usually 3 = Sometimes 2 = Rarely 1 = Never NA = Unable to rate candidate

Commitment

• Accepts responsibility for own academic performance	5	4	3	2	1	NA
• Work and/or performance reflect high standards of achievement for self	5	4	3	2	1	NA
• Persists when faced with academic challenges	5	4	3	2	1	NA
• Completes coursework on time	5	4	3	2	1	NA
• Is punctual for class	5	4	3	2	1	NA
• Is prepared for class	5	4	3	2	1	NA

Holism

• Demonstrates understanding of specific course content in relation to broader subject area	5	4	3	2	1	NA
• Finds personal connections and meaning to course content	5	4	3	2	1	NA

Experience

• Able to apply theoretical knowledge to examples	5	4	3	2	1	NA
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Collaboration

• Engages effectively in collaborative efforts	5	4	3	2	1	NA
• Communicates ideas effectively	5	4	3	2	1	NA
• Communicates respectfully	5	4	3	2	1	NA
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Knowledge

• Demonstrates understanding of course content	5	4	3	2	1	NA
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Comments

Use reverse side to comment on any of your ratings, to provide additional relevant information not otherwise covered above and to explain the circumstances under which you have come to know this person.

FACULTY SIGNATURE: _____ DATE: _____

Return to: Office of Teacher Certification, Plymouth State University, Speare Administration Building 215, MSC 41A.

PLACEMENT INFORMATION SHEET

This form is a request for placement & subject to approval.

The Placement Information Sheet is used to gather information regarding student teaching placement requests.

Plymouth State University recommends that you have student teaching experiences with peers, faculty, and K-12 learners of different backgrounds and in different settings. For example, if you have attended a small rural school, you are encouraged to have experiences in larger urban schools, where you can interact with students from diverse ethnic, racial, economic, and language groups.

STUDENT TEACHER INFORMATION

Name _____ Major _____

Phone Number _____

What town do you plan on living in while student teaching? _____

SPECIAL EDUCATION

Are you planning on being certified in general special education K-12?

yes _____ no _____ (Childhood Studies and Early Childhood Studies majors only)

Special Education sites are limited to the following districts: Belmont, Canterbury, Concord, Conway, Gilford, Hill, Manchester, Moultonborough.

PLACEMENT SELECTION

Please provide your placement request and grade below. If you are unsure of a school or cooperating teacher, you may leave this blank and we will try to place you in a school close to where you are living.

1st School: _____ Cooperating Teacher: _____ Grade: _____

2nd School: _____ Cooperating Teacher: _____ Grade: _____

****TWO placement requests are needed for Art, Health, Music, and Physical Education.**

Student teaching placements are not permitted in schools previously attended by the student teacher or where their child or relatives attend or work.

Did you attend the requested school? yes ___ no ___

Do you have any relatives that are students or employees in the requested school? yes ___ no ___

Have you worked in this school district? yes ___ no ___ explain: _____

Official approval of your placement(s) will come from the Office of Teacher Certification.

SIGNATURES

Art, Early Childhood, English, Foreign Language, Health, Math, Music, Physical Education, Special Education, Social Science and Science placements must be approved by the department's Council of Teacher Education coordinator.

Program Coordinator's Signature

Date

Special Education Coordinator's Signature

Date

SESSION 1A - PREPARING FOR STUDENT TEACHING OCTOBER/FEBRUARY

POLICIES AND PROCEDURES FOR STUDENT TEACHING

Attendance:

Hours—The student teacher is on site during teacher contract hours, either teaching or observing, for a full day, every day, except for two all-day seminars held at Plymouth State University. Seminar dates are available online at www.plymouth.edu/teachercertification or at the OTC.

Some departments conduct additional seminars for their student teachers. In such cases, the cooperating teacher will be informed by the student.

Absence—In the event of illness, the student teacher will notify the school partner/cooperating teacher and the clinical faculty prior to the date of absence(s), at the latest, early on the day of the absence. Because it will be necessary for the cooperating teacher to assume the student teacher's instructional responsibilities, all lesson plans for that day(s) must be complete and at the site.

In the event that an absence exceeds three days, the Coordinator of Teacher Certification and Clinical Experiences will determine (with input from the clinical faculty and cooperating teacher) the necessary course of action. Excessive absences and tardiness may be cause for removal of a student teacher from the student teaching assignment. Clinical Faculty may ask for written medical verification, and in some circumstances days may be added at the end of the semester to make up days.

Non-School Related Activities: In order to ensure a maximum learning experience during student teaching, student teachers are encouraged to give top priority to their teaching responsibilities. All student teachers are discouraged from engaging in any employment or any activities that interfere with their student teaching during the school week.

Substituting During Student Teaching: A student teacher may substitute during student teaching under certain conditions:

- The student teacher may substitute only for his/her own cooperating teacher.
- The student teacher must meet the school district's requirements for substituting.
- The student teacher must be paid for this service at the standard rate of the school district.
- School administrator, cooperating teacher, and clinical faculty must agree that the student teacher is capable of effectively replacing the teacher for the day. In most cases, this will not occur until the student has been in the placement for several weeks.
- School administrator or cooperating teacher should notify the Coordinator of Teacher Certification and Clinical Experiences if the student teacher will be substituting for more than three days in a row.

Criminal Record Check: All student teachers are subject to state legislation that requires all persons who regularly come into contact with pupils on a daily basis for a period of time to undergo a full criminal record check, including fingerprinting. The cost of this process is the student's responsibility. To complete the criminal records check, a student teacher should take the following steps:

- Obtain the appropriate paperwork from the school district(s).
- Process your criminal records check at the district's police station, your New Hampshire hometown police station, or at Plymouth State University's campus police department (there may be a fee for this service).
- Bring completed fingerprint form to the school district.

Protocol for Problem Resolution:

- If a problem arises during your student teaching experience, you should make every attempt to resolve it.
- If you should experience a problem with your cooperating teacher, you should discuss this with your clinical faculty. The clinical faculty can facilitate problem resolution or determine if it should be brought to the Coordinator of Teacher Certification and Clinical Experiences.
- If a problem arises with your clinical faculty, you should contact the Coordinator of Teacher Certification and Clinical Experiences directly.

Concerns Regarding Student Teaching Performance: If a concern arises in regard to student teaching performance, the following steps will be taken.

- Meeting with all parties concerned, the Coordinator of Teacher Certification and Clinical Experiences, and the Coordinator of Teacher Education.
- A student teaching focus plan will be developed by the clinical faculty and the Coordinator of Teacher Certification and Clinical Experiences.
- Other alternative recommendations may be made.

Withdrawal from Student Teaching: Withdrawal from student teaching may occur for one or more of (but not limited to) the following reasons:

- Failure to follow constructive suggestions made by the supervising team.
- Conduct inappropriate for the setting.
- Failure to consistently and promptly report to the site.
- Request by the student teacher.
- Request by the cooperating teacher, clinical faculty or school administrator.
- Excessive Absences.

Procedures for withdrawal include the following:

- A formal conference involving the cooperating teacher, student teacher, clinical faculty, the Coordinator of Teacher Certification and Clinical Experiences, and the Coordinator of Teacher Education.
- A formal request and withdrawal form must be submitted to the Coordinator of Teacher Certification and Clinical Experiences by the student teacher.
- Candidate must notify advisor and make plans for completing requirements for graduation.
- A Change of Major form must be filled out, signed and submitted to the Registrar's office.

HELPFUL HINTS FOR THE SCHOOL INTERVIEW PROCESS

How is my placement request done?

A copy of your resume and professional statement are sent to the school(s) at which we will be requesting a placement.

How do I check for my placement?

The OTC will notify you by phone or by email to come in and pick up your school interview information sheet.

Now that I have my placement, what do I do?

The school interview information sheet will contain all the information you need to contact the school and make arrangements for your interview. You need to make sure that you schedule your interview as soon as you receive your information as other colleges and universities are looking for the same placements.

How do I schedule the interview?

If you are calling the school phone number, you will most likely be speaking with the school secretary. Make sure that you identify yourself as a potential student teacher from Plymouth State University. Most teachers cannot leave the classroom to take a phone call and principals are often unavailable; be prepared to leave a message.

Accommodate the teacher. If calling a home phone number, remember that teachers may appreciate being called earlier in the evening. Do not call after 9 p.m., unless so specified.

Ask about any parking restrictions, especially at city schools and large schools. Don't risk a parking ticket or a tow truck.

If unsure, ask for directions to the school.

How do I prepare for the interview?

Review your copy of the Teacher Certification Handbook. Be familiar with your placement dates for the semester that you will be student teaching. If you are taking a Winterim course, it could affect your placement dates. Before you sign the Placement Confirmation form, you should be aware of all requirements. It is recommended that you prepare as you would for a job interview.

Review your professional statement and resumé. Principals sometimes focus on general questions, and this could be an area for discussion.

Review specific instructional techniques that relate to your major. Refer to the materials from your methods course(s).

Make your methods instructor or advisor aware of the school(s) where you will be interviewing. He/she may be able to provide some valuable information about the school or teacher.

Review your course notes about inclusion/mainstreaming, classroom management techniques and discipline strategies as they relate to your area. Be prepared for questions that ask how you would respond to a specific situation.

Be familiar with the use of technology in your area.

Be prepared to discuss a particular lesson that you have developed and possibly taught as part of your methods class. It is okay to have notes on an index card. You may also want to bring something you have developed in class, i.e. a unit, an activity sheet(s) or an instructional game. Share it with the teacher to give him/her an idea of your capabilities.

If you are unsure of the location of the school, make sure you make a dry run a day or two before your interview. This will save you the embarrassment of getting lost or being late.

Dress professionally. Even if you will be teaching in a gym and dressing casually on a daily basis, your interview appearance should be professional. It is recommended that you be conscious about hygiene, jewelry, etc.

What can I expect at the interview?

Arrive a little before the assigned time and report to the main office unless you've been told otherwise.

Address all school personnel by their appropriate titles (Dr., Mrs., Mr., etc.)

If you don't know the answer to a question, don't try to fake it. "I'm sorry, I don't know," is the best answer. If it is a procedural question that can be answered by someone at the Office of Teacher Certification, let us know when you get back to campus so that we can respond to the potential cooperating teacher or administrator.

Ask about the curriculum you will be working with. Get textbooks and faculty/student handbooks.

What do I do when the interview is over?

All student teachers must now have a criminal record check as required by New Hampshire law. Each school district has its own procedure. If the cooperating teacher is not sure of the requirements, you will have to speak with the principal or secretary (see Policies and Procedures for Student Teaching).

Exchange home phone numbers and e-mail addresses with the cooperating teacher.

Most schools have a school year calendar that contains dates for school vacation and holidays, as well as teacher workshop days. Ask for copies for yourself and your clinical faculty. Visit the school's Web site.

Schedule a time (two to three days) for your observation/orientation.

Have the **Placement Confirmation Sheet** signed by both the cooperating teacher and the school administrator. This should be brought back or mailed to the Office of Teacher Certification by the due date indicated on the form. **You may not begin your student teaching unless this form is filed in your certification folder.** If the administrator is not available to sign the form, you may leave it with a self-addressed envelope and have him/her mail it to the Office of Teacher Certification. It is your responsibility to make sure the OTC has received the placement confirmation sheet.

When you get back to campus, write thank you notes to each person involved in the interview process. Make sure that you have the correct spelling of all names. Call the school secretary if you have any questions.



Office of Teacher Certification
Student Teaching Placement Confirmation

PLACEMENT INFORMATION:
Student Teacher: _____ Phone Number _____
Area of Certification: _____
School Placed at: _____ School Phone Number: _____
Date of Interview: _____ Placement Dates: _____
Student Teacher Signature: _____

PRINCIPAL INFORMATION
Principal Name: _____
Principal Email Address: _____
TO PRINCIPAL OR DESIGNEE: Your signature verifies that the cooperating teacher assigned to the student teacher has a minimum of three years teaching experience. A copy of this form, signed by the Coordinator of Teacher Certification and Clinical Experiences, will be mailed to the school to officially confirm this placement.
School Principal Signature: _____ Date: _____

COOPERATING TEACHER:
Name: _____ Grade: _____
Subject: _____
Email Address: _____
Cooperating Teacher Signature: _____ Date: _____

SPECIAL EDUCATION COOPERATING TEACHER (If applicable)
Name: _____ Grade: _____
Email Address: _____
Special Education Cooperating Teacher Signature: _____ Date: _____

Signatures of all parties indicate a willingness to meet the conditions outlined in the Teacher Certification Handbook for the placement dates indicated above.
The student should return this form to the Office of Teacher Certification for authorization as soon as possible after the interview. This form is due to OTC by November 30 for Spring Student Teachers and April 30 for Fall Student Teachers. If this document is not returned by the due dates, your placement will be cancelled.
Coordinator of Teacher Certification and Clinical Experiences _____ Date _____
www.plymouth.edu/teachercertification/

HOW DO I REGISTER FOR STUDENT TEACHING?

Registration for Student Teaching requires a special permission form. **You DO NOT register through WebReg.**

To qualify for student teaching registration, you will need to complete the following:

- The signed student teaching registration form will be handed out at Seminar 1: Preparing for Student Teaching.
- You will need to meet with your advisor during advising week in October/April. Both you and your advisor must sign the registration form. **Note:** Advisor's and student's signatures indicate that per the academic catalog "Candidates must have the cumulative grade point average designated by the department sponsoring the Teacher Education program, been accepted to teacher candidacy (Gate 1), filed an application to student teach one year prior to the semester they wish to student teach (Gate 2), and have **completed all other course requirements by the end of the semester prior to the one in which they wish to student teach.**"
- Students who will be taking other courses during student teaching will also need the instructor's signature and permission of the Coordinator of Teacher Certification before returning the form to the registrars.
- If any of these requirements are not met, you will not be registered for student teaching and should plan to register for other courses.
- The signed form is taken to the registrar by the student teacher for registration.
- Check online in Banner to make sure you are registered or pick up a copy of your schedule at the Registrar's Office.

EXPECTATIONS AND RESPONSIBILITIES OF THE STUDENT TEACHER

WEEK BY WEEK STUDENT TEACHING TIMELINE TEMPLATE*

Week	Observation/Participation and Student Teaching
Pre-Student Teaching	<ul style="list-style-type: none"> • Schedule an Observation/Orientation Time • Complete “School-Related Expectations for the Student Teacher” • Complete “Orienting Yourself to the School”
Weeks 1–2	<ul style="list-style-type: none"> • Gather information on school (e.g., handbooks, maps, schedules, discipline policy, special education services and procedures). Get to know your way around. • Familiarize yourself with available district and community resources, including special resources. • Meet with clinical faculty to discuss the required lesson plan formats. • Arrange a time with the clinical faculty to meet the cooperating teacher, principal, and special educators and support personnel on site.
Weeks 3–4	<ul style="list-style-type: none"> • Discuss assessment practices with your cooperating teacher. Assist the cooperating teacher with current assessment efforts. • Meet with the cooperating teacher and plan for gradual assumption of teaching responsibilities. • Review “Reflection Questions for Self Evaluation of Teaching.” • Be sure you, the cooperating teacher and your clinical faculty have made a plan to ensure you have opportunities to demonstrate the competencies described on your evaluation form.
Weeks 5–6	<ul style="list-style-type: none"> • Be sure to participate in at least one staff development/professional learning activity. • Attend scheduled student teacher seminar at Plymouth State University and your partner school. This is a requirement.
Weeks 7–9	<ul style="list-style-type: none"> • Review mid-term evaluation with your cooperating teacher and clinical faculty. • Confer regularly with your cooperating teacher regarding your performance, lesson planning and other appropriate topics. • Meet with assistant principal/principal to discuss observing your student teaching. (Request letter of recommendation, see week 10-14.) • Continue to assume additional responsibilities as appropriate. • Remember, work in accordance with your cooperating teacher’s contract hours. You should be available to serve duty with your cooperating teacher, attend faculty/staff meetings and in-service events, and participate in other appropriate professional activities.
Weeks 10–14	<ul style="list-style-type: none"> • Enjoy your independent (solo) teaching opportunity! • Request letters of recommendation (from the cooperating teacher, principal and superintendent, if possible). • Arrange for gradual transition of class(es) back to cooperating teacher. • Attend scheduled student teacher seminar at Plymouth State University and your partner school. This is a requirement.
Week 15	<ul style="list-style-type: none"> • Review final evaluation with your cooperating teacher and clinical faculty.

* This is a general guideline. Art, music, health and physical education majors have two eight week placements. The timeline would reflect these condensed placements.

PRE-STUDENT TEACHING

Observation/Orientation

You should complete an observation/orientation of at least two/three days in your assigned school(s) prior to actually beginning student teaching. During this time you will discuss goals and expectations with the cooperating teacher, observe those classes/subject areas that will be part of your teaching responsibilities and become familiar with the routine of the school(s). During the observation/orientation period most of the time will be spent observing the cooperating teacher in his/her role as a mentor. It is important that you learn from the various strategies and techniques that will be demonstrated.

School-Related Expectations for the Student Teacher

The cooperating teacher and the student teacher should schedule a time to establish school-related expectations during the observation/orientation period. The following topics should be addressed:

TOPICS FOR DISCUSSION	PERSONAL NOTES
1. Dates/Times: for practicum periods, midterm exams, school vacations, holidays, daily time schedules, standardized testing periods, etc.	
2. Clarification of school policies and student teacher involvement: general discipline, record keeping, emergency procedures, homeroom, lunchroom, study hall, bus duty, library, availability of student and faculty handbooks.	
3. Clarification of classroom procedures: classroom management, housekeeping, bulletin boards, clerical duties, recess, etc.	
4. Accessibility of services: equipment, technology, duplication services, materials and supplies, faculty workrooms, faculty lunchroom, etc.	
5. Extra Curricular Activities: field trips, clubs, school activities, tutoring, etc.	
6. Meetings: parent conferences and working with families, staff development activities, faculty and/or department meetings, etc.	
7. Subject matter to be taught: what areas or grade levels, when will instructional responsibilities be assumed, what curriculum guides, texts, etc.?	
8. Planning: additional requirements for lesson plans/units, plan book, etc.	
9. Meeting Diverse Student Needs: students with learning disabilities, physical or emotional handicaps, ESL/bilingual students, access to IEPs, communication with support personnel.	
10. Instruction: grouping techniques, teaching strategies for individualization, whole class instruction, use of technology.	
11. Student Evaluation: homework/grades, grading papers, keeping grades and records, etc.	
12. Communication: student teacher and cooperating teacher conferencing schedule, procedures for addressing problems, etc.	
13. Scheduling a Daily Conference Time: the best time for you to meet with your cooperating teacher.	
14. Professional Commitment: absence-reporting procedure, make up schedule, no-school notification, etc.	
15. Other:	

This chart is provided for the teacher candidate's use. It does not need to be turned in.

Orienting Yourself to the School

It is important that you orientate yourself to the school to become familiar with all school personnel.

It is also a good idea to visit the school's website.

TOPICS FOR DISCUSSION	PERSONAL NOTES
1. Library: Introduce yourself. What are the hours? What policies are employed in the library? What access do students have to the library during school hours? How can you make use of the services of the library and the librarian as a support for your teaching?	
2. Nurse: Introduce yourself. What are nurse's duties? How often is the nurse available (especially if nurse travels between schools)? What services are provided to students, e.g. eye exams, dental checks, etc.? Know the accident policy.	
3. Guidance: Introduce yourself. What services are provided to students? What access do students have to the guidance counselor during school hours? How can you make use of the services of the guidance counselor as a support for your teaching?	
4. Special Needs/Resource Room: Introduce yourself. Make sure that you are aware of those students in your classes who receive services. How can you and the special education professional support each other's work with your student(s)?	
5. Technology: Is there a separate computer lab/technology facility in the school? What systems and system software are available? What is the accessibility for students, for faculty and staff? How can you make use of the technology services as a support for your teaching?	
6. Lunchroom: How many lunch periods? What types of lunch service are available? Do they serve breakfast for students? What school policies govern students while they are in the lunchroom? How do you, as a student teacher, get a lunch?	
7. Administrative Offices: Introduce yourself to administrators and administrative staff. Be aware of the roles of each of the administrators. Discuss how these individuals support the teacher. Request copies of student and faculty handbooks, school policy manuals (if they are available to teachers), parent handbooks, bell schedule, school calendar, etc.	

This chart is provided for the teacher candidate's use. It does not need to be turned in.

STUDENT TEACHING

During the 15 week student teaching experience, the student teacher should gradually assume the responsibility for instruction under the direct supervision of the cooperating teacher. The experience culminates in a “solo” period of a minimum of two weeks but preferably three or four weeks. This responsibility includes planning for and teaching a full instructional schedule of those classes/subject areas that have been previously determined by the student teacher and the cooperating teacher, as well as administrative assignments, such as study hall, playground duty, etc.

The “solo” period is conducted without the direct supervision of the cooperating teacher and usually takes place near the end of the student teaching experience. During the last week or so of the placement, student teachers should gradually begin to return the classes to the cooperating teacher in preparation for closure of the placement.

LESSON PLANS

The student teacher should develop a lesson plan for each class/subject taught, when observed, as well as a minimum of one unit plan. All plans should be developed by the student teacher, not “borrowed” from the cooperating teacher. However, the cooperating teacher should be *strongly* encouraged to review and approve lesson plans prior to teaching. Lesson plans should be detailed at the beginning of the practicum, then, with the approval of the clinical faculty and cooperating teacher, may gradually become more concise and abbreviated using a traditional teacher plan book. Lesson and unit plans will be directly connected to the school’s curriculum. Student teachers are expected to keep a portfolio of materials used during the student teaching experience.

OBSERVATION VISITS

You will be observed by your clinical faculty at least four times this semester. Supervisory visits should occur every three to four weeks beginning with the second or third week of placement or sooner for seven and half week placements.

The first visit will be during the first few weeks of student teaching. At that time, please provide your clinical faculty with a copy of your teaching schedule, class schedule, university’s calendar, school vacation dates, and educational goals. Please feel free to call your clinical faculty with any questions or concerns that you might have. They are here to help you have a positive and productive student teaching experience.

- Clinical faculty will observe at least one full lesson, using your lesson plan as a guide. As you assume more responsibility, the observations will include more than one lesson.
- As you assume more teaching responsibility, clinical faculty will observe a series of lessons to evaluate ability to transition, variety of teaching styles, pacing, etc.
- The clinical faculty will evaluate the lesson on the Plymouth State University observation form.
- Clinical faculty will meet with you at the completion of the lesson for a 20 to 30 minute feedback seminar. At this time the reflection questions may be used to assist you with an analysis of your teaching performance.

- The clinical faculty will return a copy of the signed formal observation form to you as soon as possible and also to the Office of Teacher Certification. The observation form must be signed by all involved.

MIDTERM AND FINAL EVALUATIONS

- Observation, Mid-term and Final evaluations are located on our website at: www.plymouth.edu/teachercertification, click on Teacher Certification Handbook, then go to individual forms available here.
- Midterm and final evaluations are done by the clinical faculty and the cooperating teacher.
- Self-evaluation forms should be completed by the student teacher at midterm and again at the end of the assignment. Please circle the form designated for the Student Teacher. The self-evaluation form must be reviewed and signed with the cooperating teacher and clinical faculty at **midterm** and **final**. If at all possible, a three-way meeting that includes the clinical faculty and cooperating teacher should be held at both midterm and at the end of the clinical experience.
- Please **do not send** the Student Teacher Self-Evaluations to OTC, this is for your records.
- Clinical faculty are responsible for the student teacher's grade. This grade will be determined based on the program's grading policy.

REFLECTION QUESTIONS FOR SELF-EVALUATION OF STUDENT TEACHING

Constructive feedback is a crucial component of a successful student teaching experience. The following questions may be used while reflecting on a lesson and provide a basis for discussion with your cooperating teacher during the feedback conference. Your cooperating teacher has a companion list of questions to use when analyzing your teaching performance.

1. Was my level of enthusiasm/involvement high or low? Explain why.
2. Did I challenge the students? How?
3. Was my lesson appropriately adapted for all learners?
4. Was my lesson developmentally appropriate? If not, what was inappropriate? What would I do to change it?
5. How did my lesson address auditory, tactile and visual learning styles?
6. How did the students demonstrate understanding of the materials presented?
7. Were concepts presented too abstractly? Too concretely? How would I change my presentation?
8. What were some of the ways that the students demonstrated that they were actively engaged in the learning process?
9. How did the students perform in relation to the stated learning objectives?
10. Did I set clear expectations so that students knew what was expected of them? If not, how can I make them clearer?
11. What content areas did I integrate within the lesson? Was this integration appropriate and successful?
12. Did I find it necessary to make adjustments while teaching the lesson? If so, what adjustments, and were these adjustments effective?
13. What worked with classroom behavior management? What didn't work? How would I change what didn't work?
14. How did I integrate and use technology effectively in instruction and assessment, if appropriate?

PRAXIS II INFORMATION

What is Praxis II?

The Praxis II assessments measure subject-specific skills and content knowledge. Listed below are the subject areas the State is currently requiring Praxis II scores for certification. PSU recommends that those students seeking New Hampshire certification take these tests just prior to student teaching or in their senior year. **Please submit a copy of your Praxis II scores to the New Hampshire Department of Education (R7660) and to Plymouth State University (R3690).**

Students planning to apply for out-of-state certification should obtain assessment testing requirements for that particular state by contacting the State Department of Education in that state.

Nonstandard testing accommodations for test takers with disabilities, or whose primary language is not English, are available for those who meet Educational Testing Service (ETS) requirements.

Registration Information, Praxis Dates, Locations and Fees

For information on the Praxis, please either pick-up a Praxis Bulletin at the OTC (Spere 215) or contact Education Testing Services (ETS) directly: www.ets.org/praxis, 1-800-772-9476, or ETS-The Praxis Series, PO Box 6051, Princeton, NJ 08541-6051.

How can I prepare for the tests?

ETS publishes a *Tests at a Glance* booklet for each Praxis subject area. You can review and download a *Test at a Glance* booklet online at www.ets.org. Other ETS publications including study guides for select subject area tests are available by calling 1-800-537-3161 or visiting www.ets.org.

Praxis II State of New Hampshire Passing Scores for Areas of Certification at Plymouth State University

Subject Assessment Area	Test Code	Test Name	Passing Score(s)
Biology	20235	Biology: Content Knowledge	153
	30233	Biology: Content Essays	143
Early Childhood	10022	Early Childhood: Content Knowledge	161
Elementary Education	10014	Elementary Education: Content Knowledge	148
English	10041	English Language, Literature, & Composition: Content Knowledge	164
	20042	English Language, Literature, & Composition: Essays	155
Middle School Mathematics	20069	Middle School Mathematics	151
Physical Science	20481	Physical Science: Content Knowledge	148
Secondary Mathematics	10061	Mathematics: Content Knowledge	127
	20063	Mathematics: Proofs, Models, & Problems, Part 1	140
Social Studies	10081	Social Studies: Content Knowledge	155
	20082	Social Studies: Analytical Essays	145