SECTION I

Introduction

This handbook was prepared to provide guidance to those who are directly involved in student teaching: student teachers, cooperating teachers, principals, university supervisors, and the Coordinator of Field Placements. All forms and documents for student teachers can be found on the Education Student Services web page: http://www.utm.edu/ess.

Admission to Student Teaching

Application for student teaching must be filed with the Office of Education Student Services one semester prior to the student teaching semester. Permanent deadlines for student teaching applications are

- **September 15** for the following Spring Semester
- **January 30** for the following Fall Semester

The following admission requirements apply:

The student teaching experience is a planned professional semester that includes full day teaching and observation activities as an initial step in the induction process for teacher candidates. The University of Tennessee at Martin and partnering school systems jointly plan the experience of each student teacher with significant input from principals and teachers.

Student teachers spend at least 15 weeks (one semester) in full day classroom teaching experiences. The professional semester focuses on direct teaching experience in at least two classrooms. University supervisors and staff hold regular seminars to focus on application and analysis of teaching knowledge in the classroom, but no other courses may be taken by student teachers during the professional semester. Cooperating teachers assume mentoring roles and orchestrate, in cooperation with university supervisors, the activities of student teachers in the classroom. Orientation, continuing training, and support are provided to cooperating teachers and faculty mentors to enhance their abilities in mentoring and supervision.

The beginning and ending of the professional semester are normally defined by UT Martin’s academic calendar and coordinated with the schedule of partnering school systems. Cooperating teachers and university supervisors share responsibility for formative evaluation of student teachers. Summative evaluation is the responsibility of university supervisors with significant input from and consultation with principals and cooperating teachers.
Student Teacher Placement

The Coordinator of Field Placements coordinates placement of all student teachers in cooperation with public schools. Students or representatives of students do not have authority to contact individual schools, teachers, or administrators to request personal placement and/or student teaching arrangements or changes. Only candidates with senior standing or graduate status who have met all criteria of eligibility for student teaching will be permitted to participate in the student teaching program.

Tennessee Code Annotated, Chapter 13, Section 49-5-403 states:
A student teacher, while serving a non-salaried internship under the supervision of a licensed teacher, shall be accorded the same protection of the laws as that accorded a licensed teacher, and shall, while acting as such student teacher, comply with all rules and regulations of the State and applicable local board of education, and observe all duties of teachers as set forth in TCA 49-5-201.

Student teachers are required to have professional liability coverage. Liability insurance is available to student teachers through membership in the Student Tennessee Education Association and other organizations.

Student teachers will not be placed in schools they have previously attended or where they have been employed. They may not be placed in schools where members of the student teacher's immediate family are staff members or students. Finally, they cannot be placed with a cooperating teacher that was a former teacher of the student.

Undergraduate and graduate candidates seeking initial teacher licensure may not student teach during the summer term, nor may they student teach in an alternative setting.

Student teachers will only be assigned to a cooperating teacher who meets the criteria for selection of cooperating teachers and has the approval of the local school administrator in collaboration with the Coordinator of Field Placements.

Student teachers will be assigned to two different classrooms in order to provide diversity of population, school size, and grade level. Each placement experience will consist of a period of time appropriate to the specialty area and the calendar of the host school district. The placement will further be defined by the calendar of the institution of higher education.

Student teachers may be placed in a teaching assignment for each of the subjects in which they are seeking licensure. However, licensure is not contingent upon student teaching in all areas for which certification is requested. Note: Integrated Studies 4-8
majors will have one placement in the concentration area. The other placement may be in a subject other than the concentration area.

**Removal from Student Teaching and Failure to Recommend**

The student teacher has a contract of implied promise with the university when he or she accepts a student teaching placement. The university attempts to place only those who have a reasonable chance of successfully completing student teaching; therefore, the university agrees to support the student teacher and serve as a resource. The student teacher will recognize that placement for student teaching does not guarantee completion. Successful completion of student teaching is the responsibility of the student candidate.

The student teacher is a representative of the University of Tennessee at Martin Teacher Education Program and is a guest in the classroom. As such, the student teacher is expected to act in a reasonable and professional manner at all times. The student is responsible for having read the *Student Teaching Handbook* and signed the agreement in the back of the handbook that specifies policies and responsibilities.

During the first placement, students who are not, in the judgment of their cooperating teacher or university supervisor, making adequate progress will be informed of the adjustments or corrections to be made in order to pass the first placement. If the candidate or supervisor decides it is in the student teacher’s best interest to withdraw from student teaching, a grade of W is possible within the bounds of the University’s withdrawal policies. Withdrawal is not possible without consent of both the university supervisor and the Coordinator of Field Placements. Withdrawal to avoid failing the course is not an option.

A student who fails the first placement will not be allowed to go to the second placement. Students who fail the first placement will receive a grade of F for both student teaching courses and will repeat the entire semester of student teaching.

The second placement is similar to the first in that students will be notified if they are not making adequate progress. If a student is in danger of failing, the student will be notified in writing of the corrections necessary to pass. Students who fail the second placement will receive a grade of F. The student may qualify to repeat only the second placement.

Students whose performance is such that the school or cooperating teacher requests that they be removed may receive a failing grade for that placement. Only the site-based principal or the director of schools can initiate initial discussion for removal from a placement. Written documentation will accompany any request for removal from a school placement.
Remediation

In special instances regarding performance or conduct, the Coordinator of Field Placements, in communication with the university supervisor, may withdraw a student from student teaching. They may prescribe specific steps (Remediation Plan) that the student teacher will have to take before being allowed to attempt student teaching again. The Coordinator of Field Placements, the university supervisor, and the departmental chair will comprise a review committee for consideration for remediation or reassignment.

If remediation is necessary and appropriate, the student’s department and university supervisor will design a plan to help overcome any weakness the student may have. The strategy may include additional coursework, reading, observation, or additional fieldwork. Because each remediation strategy is individualized, the time period may be a semester or more. In any case, remediation is designed to prepare students to return to student teaching. If and when the remediation is successful, the student may be placed in another student teaching situation.

Termination

Student teachers whose progress is unsatisfactory or who violate policies or regulations delineated in this handbook, may, upon the recommendation of the university supervisor in collaboration with the site-based principal, be terminated from the student teaching program.

If a student teacher is terminated, the Coordinator of Field Placements will conduct an exit interview.
SECTION II

Roles, Responsibilities, and Requirements

Student Teachers

Attendance

1. Attendance is required. Reasons for absence include personal illness and death of an immediate family member. The student teacher will give the cooperating teacher, principal, and university supervisor prior notice of any and every absence and obtain approval for the absence. When a student teacher is absent, he or she will submit lesson plans to the cooperating teacher.

2. Absences in excess of five days during the student teaching experience may result in extension of the student teaching experience or withdrawal from the program. Tardiness is not allowed.

3. Student teachers will not be excused from any student teaching responsibilities in order to work, participate in on-campus classes, or take part in university activities.

4. Student teachers are required to be present at school-related functions that their cooperating teachers are expected to attend, regardless of the time of day. Examples include staff meetings, in-service training meetings, PTO meetings, and parent-teacher conferences. The length of the student teacher’s workday will be the same as that of the cooperating teacher.

Orientation and Seminars are the in-service aspects of the professional semester. Attendance is required. Reasons for absence include personal illness, death of an immediate family member, and school-related professional development. The student teacher will obtain approval for absence per #1 above.

Substitute Teaching

Student teachers will not be asked to serve as substitute teachers. However, student teachers may substitute in an emergency for the cooperating teacher's classes for a part of a day or one full day. To substitute under this condition, the principal will coordinate with the university supervisor and the Coordinator of Field Placements.

Under no conditions may student teachers receive payment for substitute teaching during the student teaching experience.

Corporal Punishment
Student teachers may not administer corporal punishment to students or serve as witnesses when staff members administer corporal punishment. Student teachers will coordinate with the cooperating teacher in all matters regarding discipline and/or punishment.

**Outside Work**

Student teachers will arrange their personal schedules so that outside obligations during the student teaching experience will not conflict or interfere with their student teaching responsibilities and attendance. While the university will not deter any students who need to support themselves by working, it will discourage students from engaging in any activity that might jeopardize the success of the student teaching experience.

**Transportation**

Student teachers are responsible for their own transportation. If a student teacher does not have a vehicle, he or she is responsible for arranging transportation to the assigned school.

**Conduct and Dress**

Student teachers will meet the standards of dress, personal appearance, and professional behavior expected of the staff of the school to which they are assigned. They will also meet the professional dispositions of the University of Tennessee at Martin’s Teacher Education Program. In addition, student teachers must obtain a copy of the teacher handbook of the school in which they will be placed and adhere to the school’s policies regarding dress code and all applicable behaviors.

Student teachers may not date students of the school in which they are student teaching, nor will they conduct themselves in any manner that might be construed as professionally unethical. This includes email, phone calls, text messages, and all social media. Students are not allowed to discuss placements or post any pictures from their placements. Student teachers will avoid interacting with students in any personal manner that might be considered inappropriate.

**Other Student Teaching Policies**

The student teacher is expected to be a part of the regular faculty and will accept local school policies and standards, both written and unwritten. The student teacher will

1. Place school duties ahead of personal wishes and accept responsibilities that are a necessary part of the profession.

2. Exemplify the attitudes and actions of a teacher rather than those of a student.

3. Plan work daily. The student teacher will submit plans to the cooperating teacher for approval prior to the teaching of the class.
4. Safeguard all personal and confidential information and use it for professional purposes only.

5. Avoid unfavorable criticism of the participating school, the cooperating teacher and the community, except with the university supervisor and/or coordinator of teacher placements.

6. Follow the rules of basic courtesy toward teachers, students, the school staff, and members of the community.

7. Cooperate at all times with students, teachers and administrators.

8. Consult with the cooperating teacher, site principal, and university supervisor and notify the Coordinator of Field Placements in case of emergency.

9. Refrain from the use of cell phones, smart phones, checking and/or responding to email, and posting and/or viewing social networking sites (i.e., Facebook) during school hours.

10. Abide by all policies and rules of the site school as outlined in the school’s handbook. The student teacher will be held to the same accountability as the students. This includes zero tolerance offenses (i.e., drugs, alcohol, weapons, knives, etc.).

**Four Components of the Student Teaching Experience**

The student teaching semester is divided into four distinct experiences:
1) observation, 2) participation, 3) full teaching responsibility, and 4) co-curricular activities.

**Observation**

During the first few days of student teaching, student teachers will observe primarily in the cooperating teacher's classroom. Student teachers will observe in other teachers' classrooms, at different grade levels, and in various content areas. Student teachers will include reflections of observational experiences in the student teaching notebook.

**Participation**

Participation involves activities in which a student teacher is doing more than observing but not instructing a class. Participation includes the following types of activities:

1. Assisting individual students.
2. Working with small groups.
3. Helping with classroom and administrative routines.
4. Keeping records.
5. Preparing teaching material and bulletin boards.
6. Grading papers and checking students’ work.
7. Supervising the hall, library, study hall, cafeteria, playground, bus, detention, etc.

Full Teaching Responsibilities

The student teacher will assume the responsibility for planning, organizing, and teaching for a period of time. The duration of time for solo and shared teaching responsibility is left to the discretion of the cooperating teacher. When the student teacher assumes full teaching responsibilities, he or she will

1. Develop unit plans and prepare lesson plans.
2. Utilize a variety of research-based instructional methods and techniques.
3. Prepare and evaluate examinations and student work assignments.
4. Maintain effective classroom management.
5. Assume routine responsibilities of managerial tasks such as taking roll, reading announcements, recording grades, etc.

Activities in which student teachers participate will include reflection. Reflection will be used as a basis for conferences with the cooperating teacher and university supervisor. Summary reports of these activities will be included in the professional student teaching notebook.

It was suggested that this section (highlighted below) be deleted because it is discussed on page 6.

Co-Curricular Activities

Student teachers will participate in as many out-of-class activities as possible. Co-curricular activities include but are not limited to

1. Faculty meetings.
2. In-service and professional meetings such as local TEA, etc.
3. PTA or PTO meetings.
4. School board meetings.
5. Parent conferences.
6. Supervision of students' activities.
7. Attending student activities, athletic events, school plays, music programs, etc.
8. Observing and participating in community events.
9. Observing activities that take place in the school office, library, etc.
10. Observing the principal and guidance counselor.
SPECIFIC STUDENT TEACHER ASSIGNMENTS

1. Meet with the cooperating teacher prior to each placement.

2. Complete all assignments.

3. Participate as prescribed by the cooperating teacher.

4. Attend out-of-class activities as prescribed by the cooperating teacher.

5. Assume a period of full-time teaching according to the preferences of the cooperating teacher.

6. Coordinate lesson plans with the cooperating teacher and obtain approval before implementation.

7. Prior to evaluation, submit lesson plans to the appropriate evaluator.

8. Submit a weekly schedule to the university supervisor.

9. Dress professionally (follow school dress code according to their handbook)

10. Use standard grammar in speaking and writing.

11. Be punctual and attend school regularly.

12. Provide contact information for the student teacher, university supervisor, and Coordinator of Field Placements to the cooperating teacher and principal.

13. Submit Placement forms to the Coordinator of Field Placements.

14. Evaluate the cooperating teacher.

15. Evaluate the university supervisor

16. Assist cooperating teachers in submission of their forms to the Coordinator of Field Placements.
17. Seek participation in professional development opportunities and membership in professional organizations related to field.

18. Be mindful of cell phone etiquette (voicemail, ring tones, and call back messages)
Cooperating Teachers

Criteria for Selecting Cooperating Teachers

Teachers who are cooperating teachers will meet the following requirements:

1. At least three years of full time teaching experience.
3. Evaluation as a highly competent (Level 3, 4 or 5) teacher through either local assessment and/or state evaluation procedures.
4. Willingness to assume the roles expected of a mentor (i.e., professional mentor, advocate, coach, and critic).
5. Ability to work as a team member and facilitate learning experiences including pedagogical instruction.

Introduction to the Student Teacher

Education Student Services will fax an autobiographical data form, completed by the student teacher, to the school before the student teacher arrives. In addition, the student teacher will contact the cooperating teacher prior to student teaching. Education Student Services will also provide a Student Teaching Handbook, calendars, and evaluation forms to each cooperating teacher.

The Student Teacher's Induction into Teaching

Cooperating teachers are asked to give the student teacher some limited but definite instructional responsibilities soon after arrival, even the first day.

Initial duties of the student teacher suggested below are examples of responsibilities that can be performed successfully without a great deal of planning. Among the minor teaching duties for the student teacher in the early days of the assignment are:

NOTE: These are to be completed at the discretion of the cooperating teacher.

1. Checking attendance.
2. Writing material on the board.
3. Recording grades and attendance records.
4. Collecting and distributing papers or materials.
5. Monitoring tests in class and giving make-up examinations.
7. Assisting individual pupils and small groups.
8. Planning and making bulletin boards.
9. Securing resource materials
10. Developing and studying unit and lesson plans.
11. Disseminating data and making data-driven instructional decisions.
Roles and Responsibilities of Cooperating Teachers

1. Supervise and observe instructional activities and provide performance feedback.

2. Model effective classroom instruction and management.

3. Confer regularly with student teachers to provide assistance in lesson planning, assessment, classroom management, and strategies.

4. Collaborate regularly with university supervisors to mentor the student teacher and assess progress.

5. Provide pedagogical instruction to the student teacher as needed.

6. Provide input to the university supervisor for summative evaluation of the student teacher.

Specific Cooperating Teacher Responsibilities

1. Orient the student teacher to school personnel and building.

2. Acquaint the student teacher with rules, regulations, policies, and emergency procedures.

3. Provide textbooks, resource materials, and schedules.

4. Give the student teacher limited but definite instructional responsibilities soon after arrival, even the first day.

5. Use discretion and personal preference regarding the duration of time for solo and shared teaching.

6. Supervise the student teacher’s instructional activities. (Check lesson plans before the student teacher implements them).

7. Analyze instructional plans.

8. Guide and mentor the student teacher in the areas of classroom management and assessment.

9. Observe the student teacher.

10. Confer with the student teacher at least weekly to provide mentoring.
11. Communicate and provide feedback to the university supervisor.

12. Promptly notify the university supervisor and/or the Coordinator of Field Placements if problems arise.

13. Perform mid-session evaluation of student teacher.

14. Complete the final summative evaluation. Share it with the student and the university supervisor and submit to the Coordinator of Field Placements prior to the student teacher’s last week of placement.

15. Evaluate the university supervisor.

University Supervisors

Criteria for Selecting University Supervisors

Higher education faculty who serve as university supervisors will meet the following criteria:

1. Evaluation as a highly competent role model for teachers.
2. Appropriate professional experience for grade levels supervised.
3. Ability to demonstrate effective teaching strategies and methods.
4. Willingness to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic).
5. Willingness to stay current with the latest research in teaching and learning.
6. Ability to work as a team member and facilitate professional learning experiences including pedagogical instruction.

Roles and Responsibilities of University Supervisors

The university supervisor acts as a liaison between the Teacher Education Program and the schools in the student teaching program. The university supervisor’s major responsibility is to assist the cooperating teacher and student teacher in providing the most profitable education experience possible for the student teacher. Assignments of the university supervisor include:

1. Initiate, arrange, and participate in meetings with cooperating teachers and principals to identify each student teacher’s strengths and needs, plan assistance strategies, and discuss student teacher progress.
2. Communicate with the principal and cooperating teacher regarding each student teacher’s experiences and evaluation.
3. Observe and coach student teachers in improvement of teaching performance and in other aspects of professional development.
4. Demonstrate effective classroom instruction to student teachers, as required and appropriate, in cooperation with the student teaching team.
5. Meet regularly with student teachers and provide seminars for instruction and analysis of classroom teaching techniques.

6. Provide periodic frequent formative evaluation of each student teacher’s progress and summative evaluation with significant input from cooperating teachers for the attainment of student teaching course credit.

University supervisors are required to schedule a meeting with cooperating teacher and principal to introduce themselves. They will then complete at least two formal evaluations per placement. The Coordinator of Field Placements will authorize any additional observations and evaluations.

**Specific University Supervisor Responsibilities**

1. Help to orient the student to the student teaching program.

2. Assist the cooperating teacher in understanding and meeting expected responsibilities in the student teaching program.

3. Provide pertinent information concerning the student teacher to the cooperating teacher.

4. Contact the cooperating teacher and principal prior to the first visit to the school.

5. Acquaint the cooperating teacher and principal with student teacher responsibilities and cooperating teacher suggestions.

6. Collaborate with the cooperating teacher and student teacher to resolve problems.

7. Assist the cooperating teacher in planning the student teaching experience and in determining the timing and degree of teaching responsibility to be assigned to the student teacher.

8. Serve as a resource person to the cooperating teacher for developing and approving unit and lesson plans.

9. Hold periodic conferences with the student teacher to discuss progress.

10. Perform a minimum of two formal evaluations of the student teacher at each placement (one evaluation would be unannounced).

11. Complete a final evaluation of the student teacher in order to assign final grades.

12. Complete an evaluation of each cooperating teacher.

13. Complete a final student teaching conference in order to review the “Final Student Teaching Performance Assessment Evaluation by the Cooperating Teacher(s)” and other documents pertinent to the student teacher’s grade. Provide a copy of each form not previously shared with the student teacher and share grades for each placement with the student teacher.
The Principal

The principal is the administrative and educational leader for the school. He or she serves as the host, leader, coordinator, and evaluator for UT Martin’s student teaching program. The principal is responsible for informing the community, students, parents, and community leaders about the student teaching program and its implications for the school. The principal works closely with faculty and staff, the university supervisor, the director of schools, and the Coordinator of Field Placements to ensure an effective program for all parties involved in the student teaching experience.

As a member of the student teaching team, the principal has a responsibility to

1. Coordinate the implementation of the student teaching plan for their school.

2. Confer with and encourage cooperating teachers to accept the professional responsibility of assisting in the induction of college students into teaching careers.

3. Consult with teachers prior to assigning a student teacher.

4. Assist in orienting the student teacher to school policies and expectations.

5. Encourage the school staff to accept the student teacher as a member of the faculty and offer support and assistance.

6. Help provide adequate facilities and instructional materials for student teachers.

Coordinator of Field Placements

The Coordinator of Field Placements coordinates all facets of programming with department chairs in establishing policies, determining procedures, and evaluating the student teaching program.

The specific responsibilities of the Coordinator are to

1. Coordinate clinical practice for all areas of the Teacher Education Program.

2. Serve as a liaison between the Teacher Education Program and partnering school systems.

3. Work with department chairs and partnering school systems in a continuous evaluation of the objectives, procedures, operation, and general policies of the clinical practice program.

4. Approve the selections of student teaching partner schools and cooperating teachers.
5. Make all official placement assignments of student teachers in the partnering schools and to assign university supervisors.

6. Assume responsibility for coordinating the on-campus general student teaching orientation seminar at the beginning of the student teaching experience.

7. Coordinate the student teaching informational session the semester prior to the student teaching semester.

8. Coordinate additional student teaching seminars throughout the semester.

9. Approve and administer travel, travel expenses, and honoraria expenses.

10. Maintain all records, student teaching applications, final student teaching evaluation forms, etc., necessary to the proper administration of clinical practice.

11. Stay abreast of national/regional trends, activities, and organizations related to clinical and field experiences.

12. Train university supervisors and cooperating teachers in the planning, delivery, and assessment of the clinical practice experience and of candidates’ knowledge, skills, and dispositions.

SECTION III

Grievance Procedures for the Cooperating Teacher and the University Supervisor

If a situation arises that requires the attention of the cooperating teacher and/or university supervisor, please adhere to the following procedures:

1. Make the student teacher aware of the situation. Be specific about what is wrong. Please document. You may wish to have the situation verified by another teacher, the principal, or a supervisor.

2. Outline in writing what you expect the student teacher to do in order to rectify the situation. Set a deadline for compliance.

3. Notify all parties - the university supervisor or cooperating teacher, the principal, and the Coordinator of Field Placements - of the problem and the action taken.

The Coordinator of Field Placements, in cooperation with the university supervisor, the site-based cooperating teacher, and the site-based principal, has the authority to withdraw a student teacher.
When a student teacher is withdrawn, the Coordinator of Field Placements will conduct an on-campus exit/termination conference.

Acknowledgement of Student Teaching Handbook

Student Teachers:

Please present this page to the Coordinator of Field Placement during the Student Teacher orientation. This statement will serve as acknowledgement that you have downloaded, read and understand the policies as outlined in the STUDENT TEACHING HANDBOOK from the College of Education, Health & Behavioral Sciences website.

Thank you for your cooperation regarding this matter.

Signature of Student Teacher____________________________________________________

Print Name_______________________________________________________________