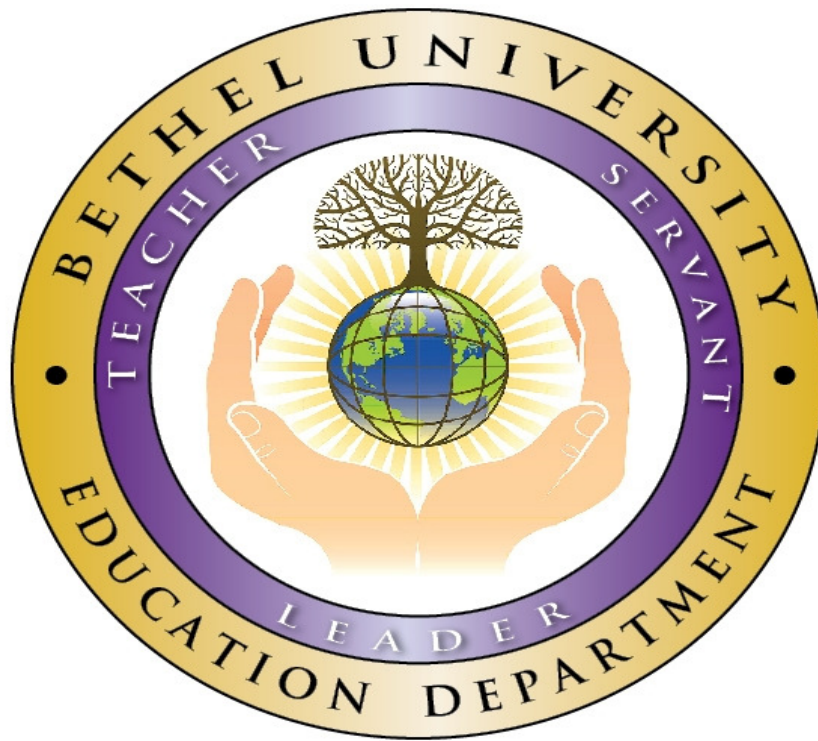


STUDENT TEACHING HANDBOOK

Fall 2011



Teacher Education Program

Bethel University
College of Education
McKenzie, Tennessee

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Bethel University is accredited by the commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404/679-4501) to award baccalaureate and master's degrees. Bethel University is approved by the Tennessee Board of Education as a teacher preparation institution for the State of Tennessee.

Bethel University does not discriminate on the basis of race, color, national and ethnic origin, religion, gender, disability, or age in administration of its educational policies, admissions policies, scholarship, loan programs, athletics, or other school-administered programs. Bethel University is committed to meet Section 504 guidelines for persons with disabilities.

COLLEGE OF EDUCATION DIRECTORY OF PERSONNEL

Dr. Robert Prosser, President.....	731-352-4240
Dr. Randy Cromwell, Director.....	731-358-1370
Dr. Shannon Godwin, Education Faculty.....	731-352-4025
Dr. Trudy Abel, Education Faculty.....	731-352-6930
Dr. Janet Reid, Education Faculty.....	731-352-4236
Dr. Sheila O’Briant, Director of Student Teaching.....	731-352-6928
Mrs. Angela Saylor, Program Support Specialist.....	731-352-6407
Mrs. Ginger Adams.....	731-924-2351
Business Office.....	731-352-4020
Registrar, Ms. Shirley Martin.....	731-352-4047
Burroughs Learning Center.....	731-352-4081
Bethel University Bookstore.....	731-352-4094
Bethel University Fax Number.....	731-352-6742

BETHEL UNIVERSITY MISSION STATEMENT

The mission of Bethel University is to create opportunities for members of the learning community to develop to their highest potential as whole persons-- intellectually, spiritually, socially, and physically-- in a Christian environment.

Definitions

By the words, “create opportunities,” the University offers the means for persons to have choices and options open before them and to develop the confidence and maturity to choose appropriately.

By the term, “learning community,” the University extends its mission to all persons who seek development of the whole person and who would choose to pursue this aspiration through Bethel University. The learning community of Bethel University includes undergraduate students in traditional and non-traditional programs, graduate students, faculty, staff, the local community, and the Cumberland Presbyterian Church.

By the term, “whole persons,” the University intends that, in the true spirit of the liberal arts education, the undergraduate education encompasses all dimensions of the human being, which are in reality inseparable.

Intellectual development focuses on the cognitive aspect of the human; cognitive development incorporates analysis, critical reflection, and synthesis of knowledge of multiple disciplines.

Social development focuses on the affective and behavioral aspects of the human; social development incorporates the ability to interact and communicate with other humans with civility and tolerance.

Physical development focuses on the corporeal aspect of the human; physical development incorporates respect for the body as integral to the cognitive, social, and spiritual dimension of the human experience.

Spiritual development focuses on the metaphysical aspect of the human; spiritual development incorporates the ideas of faith, morality, and practice.

By the term, “Christian environment,” the University draws upon the thought of St. Ignatius that the collegiate environment should facilitate knowledge and contemplation such that actions are based on unbiased reason and reasonable faith.

EDUCATION PROGRAM MISSION STATEMENT

The mission of the **Professional Educational Unit** of Bethel University is to uphold the University's mission and to prepare teacher candidates for successful careers in education. The education unit is designed to encourage continuous pursuit of knowledge, and a commitment to servant leadership in a diverse global society.

RELATIONSHIP OF THE PROGRAM MISSION TO THE UNIVERSITY MISSION

In keeping with the Bethel University vision, *the Professional Education Unit encourages teacher candidates to think critically, communicate effectively, and appreciate cultural diversity. The Education Unit provides a caring community which builds relationships among candidates, faculty, staff, and K-12 practitioners and students.*

The Conceptual Framework for Bethel University College of Education

The 2009 revised theme of the Bethel University conceptual framework is “Teacher as a Reflective Servant Leader”. Upon reflection of the 2003 Conceptual Framework model, the education faculty concurred that while the current conceptual framework continues to incorporate the concept of lifelong learning, the current model is more focused on the teacher candidate’s qualities that we wish to encourage.

Our conceptual framework is designed to create a knowledge base that encourages our teacher candidates to practice effective teaching, leadership and service in personal and professional life.

The conceptual framework is a knowledge-based collaboration that is continuously evaluated and updated in regularly scheduled unit meetings and Teacher Education Committee meetings. The framework outlines the various paths of development for candidates, providing direction, goals, outcomes, and evaluations.

Figure 1, Conceptual Framework Model, graphically illustrates the circle of learning and teaching that is pursued by reflective servant- leaders. The open hands represent the cohesiveness of the education unit with the Bethel University mission to create a caring community which is committed to service based upon unbiased reason and reasonable faith. The hands embrace an appreciation of common perspectives in global diversity as they encompass the globe. The light emanating from the globe represents the continuous pursuit of knowledge by our teacher candidates, thereby serving to light the way for others through leadership in the profession. The tree growing from the top of the globe demonstrates the concept that the overall goal of teaching, serving and leading is to promote the intellectual, affective, social, aesthetic, psychomotor and spiritual growth of our teacher candidates. This ultimately positively influences the same type of growth in their P-12 students.



Coherence

The Bethel University education unit conceptual framework includes the following components, all of which are closely coordinated with the vision, mission, philosophy, purpose and goals of Bethel University College of Education:

- the vision and mission of the unit, which are coordinated with the vision and mission of Bethel University College of Education;
- the unit's philosophy, purpose, and goals;
- knowledge bases, including theories, research, the wisdom of practice, and education policies;
- candidate proficiencies aligned with expectations in professional, state, and institutional standards;
- the system by which candidate performance, program quality, and unit operations are regularly assessed.

The education unit faculty recognizes the conceptual framework as a reflection of the vision and mission of Bethel University's College of Education. The conceptual framework serves as the basis for assessment and revision of the program and course content.

TEACHER LICENSURE PROGRAMS

Bethel University offers eight teacher licensure programs that students may pursue in preparation for a career in teaching. Each of these programs has three components: a general education core, a major in the subject area, and a minor in professional education.

The licensure areas are as follows:

- ❖ Biology, grades 7-12
- ❖ Chemistry, grades 7-12
- ❖ Elementary grades K-6
- ❖ English, grades 7-12
- ❖ History, grades 7-12
- ❖ Mathematics, grades 7-12
- ❖ Music Instrumental, grades K-12
- ❖ Music Vocal, grades K-12
- ❖ Physical Education, grades K-12
- ❖ Special Education (Modified Program) grades K-12

PROGRAM POLICIES FOR TEACHER CANDIDATES

APPLICATION TO TEP II (TEACHER EDUCATION PROGRAM: LEVEL II)

Application and a resume will be submitted to the Education Office during the semester prior to student teaching. Deadlines are as follows:

- Fall student teaching: January 31 of the preceding Spring semester
- Spring student teaching: September 15 of the preceding fall semester

PRAXIS II:

It is a requirement of the Tennessee State Department of Education that each student achieve minimum scores on the Principles of Learning and Teaching test and the student's Specialty Area. Minimum scores are established by the State Department of Education. The certification officer cannot recommend any student for certification until the minimum Praxis score standards are met and are in the Bethel education files.

Students will complete the student teaching requirement after the appropriate Praxis II assessments for the chosen licensure area(s) have been successfully completed.

ASSIGNMENT TO SCHOOLS:

In arranging placements in schools, consideration will be given to (1) availability of school(s), (2) availability of teacher(s), and (3) suitability of placement. Bethel may move a teacher candidate to different teachers or schools if this seems necessary to provide satisfactory completion of the program.

ATTENDANCE:

Teacher candidates are expected to be in attendance every day throughout the period of student teaching. The teacher candidate will observe the same school hours as the regular faculty. Absences occurring during the student teaching assignment must be made up at the discretion of the Bethel supervisor. If an absence is necessary, the student must notify the supervising teacher and the Bethel supervisor as far in advance as possible. Absences may be excused only at the discretion of the Bethel University Supervisor. Students may be called before the Teacher Education Committee after the third absence.

Tardiness, either at the beginning of the school day or the start of class is not permitted.

Early dismissal from the student teaching assignment is not permitted, except where necessary to attend Student Teaching Seminar or other Bethel functions required or approved by the Bethel University supervisor.

CELL PHONES:

Bethel University student teachers are prohibited from using cell phones or other electronic devices in any unethical manner while on assignment in schools. Communications with students should remain professional. Student teachers must also comply with any additional policies of their assigned schools regarding electronic communication.

CLASSES:

The teacher candidate may not take any classes during the student teaching semester.

CORPORAL PUNISHMENT:

The teacher candidate may not administer corporal punishment to students. The teacher candidate may not use corporal punishment by arranging to have someone else administer it. The teacher candidate may not serve as a “witness” when school staff members administer corporal punishment.

DRESS AND GROOMING:

The attire and grooming of a teacher candidate while in school should conform to the standards and expectations of the school for its faculty and for the teaching profession in general. The teacher candidate should observe other teachers and should ask the supervising teacher and/or principal for guidance. Bethel University policies toward dress and grooming will be addressed in seminars and must be followed by teacher candidates while student teaching.

EVALUATION:

Student teachers are given a minimum of four formative evaluations during the semester. Summative evaluations from each placement will be submitted by the supervising teacher, the Bethel University supervisor and the teacher candidate.

EXTRA-CURRICULAR ACTIVITIES:

The teacher candidate should participate, as appropriate, in the various extra-curricular activities of the school. These will include special interest clubs, athletic events, and public performances of school groups.

LIVING ACCOMODATIONS:

It is the responsibility of the student to arrange for living accommodations during the student teaching semester.

PROFESSIONAL ACTIVITIES:

The teacher candidate should attend, and participate when appropriate, in professional meetings. These include in-service training, faculty meetings, PTO/PTA, subject area or grade-level meetings, board meetings, and others. The teacher candidate should seek to learn as much as possible about the various professional organizations.

The teacher candidate **MUST** be a member of STEA (Student Teacher Education Association) and maintain membership throughout student teaching.

RECOMMENDATION FOR CERTIFICATION:

Upon successful completion of the teacher education program, including achievement of the minimum PRAXIS II scores required for the Principles of Learning and Teaching test and all subject area tests, the certification officer will recommend the student for certification in the state of Tennessee. If the student seeks certification outside the state of Tennessee, it is the responsibility of the student to obtain and meet the requirements for that state. The student will initiate the request for out of state certification but may need the recommendation of Bethel's certification officer.

SOCIAL ACTIVITIES:

It is expected that teacher candidates will live normal lives, both professionally and socially, as long as they do not interfere with the performance of teaching responsibilities. Teacher candidates should seek to broaden contacts with people in the community through social activities open to teachers in the community. Use tact, discretion, and caution in social interactions with students and teachers.

PROFESSIONAL STUDENT TEACHER SEMESTER:

All teacher candidates must be enrolled in the professional student teaching course for their licensure area. These courses will follow the Bethel calendar. Student teachers are required to attend all student teaching seminars included in the Professional Student Teaching Semester.

SUBSTITUTE TEACHING:

Teacher candidates will not serve as substitute teachers. Teacher candidates must not receive payment for their services.

TBI FINGERPRINTING AND BACKGROUND CHECKS:

Pursuant to Public Chapter #587 and Senate Bill No. 2048, any person who has contact with school children and/or access to the grounds of a school when children are present,

must be fingerprinted and submit a record of clearance from the Tennessee Bureau of Investigation. Explanations of how this is to be completed will be given to you.

TERMINATION OF STUDENT TEACHING:

A teacher candidate whose progress or behavior is considered unsatisfactory will, upon the recommendation of the Bethel supervisor, the Division Chair, and the Academic Dean, be withdrawn from the student teaching program. A grade of Withdrew Passing or Withdrew Failing will be recorded by the supervising professor.

A student cannot withdraw from student teaching unless granted special permission by the Director of Student Teaching and Field Experiences and/or the Academic Dean of Bethel University.

TRANSPORTATION:

It is the teacher candidate's responsibility to arrange for transportation to the student teaching site.

VACATIONS:

The teacher candidate will normally follow the vacation schedules of the school systems to which they are assigned. Student teaching assignments will normally extend through Bethel's final exam period, but the student teaching may begin before the Bethel University semester begins.

VISITS FROM YOUR BETHEL SUPERVISOR:

Your Bethel supervisor will visit you periodically during the student teaching. Usually, a visit will be made early in the period before you assume the complete teaching responsibility. Additional visits will be made when you are teaching. The total number of visits made will depend on your progress. Generally, a minimum of six visits will be made (three at each placement). You should keep your Bethel supervisor informed of your schedule so that the supervisor can attempt to schedule visits when observations can be made on your teaching performance.

STUDENT TEACHING REQUIRED ACTIVITIES AND PROJECTS

Unless otherwise noted each assignment will be completed at each teaching site.

1. Keep a **STUDENT TEACHING NOTEBOOK** with dividers for each of the following sections: log, journal, lesson plans, reports on required activities, school and classroom information (such as schedules), and seminar notes. Make your notebook available to your Bethel supervisor at any time.
2. Keep a **LOG** showing the number of hours spent in school or in school meetings each day. Have your Supervising Teacher initial the log entries for each week and sign the finished log at the end of the term.
3. Keep a **JOURNAL** or diary of significant events, impressions, reactions, concerns, and/or questions. Write an entry after each day of student teaching.
4. Write **LESSON PLANS**, using an appropriate format
5. Develop a **FILE** of the materials you acquire that could be useful to you as a teacher.
6. **OBSERVE and INTERVIEW** one or more other professional teachers at each teaching site. Write a summary and reaction after each observation.
7. Attend most **SCHOOL FUNCTIONS** such as faculty meetings, in-service, PTO/PTA, etc., that occur at each site during student teaching.
8. Attend at least one **SCHOOL BOARD** meeting and write your observations and reactions in your student teaching notebook.
9. Attend **BUS DUTY** or other supervision duty with your supervising teacher(s).
11. Maintain **MEMBERSHIP in STEA** during your student teaching.
12. Assist the supervising teacher(s) with differentiated instruction; follow individualized education program (I.E.P.) guidelines.
13. Complete any other assignment or requirement made by your Bethel supervisor, your supervising teacher(s), or the Director.

SUGGESTED SEQUENTIAL PLAN FOR STUDENT TEACHING

The plan for student teaching provides for the gradual induction of the student teacher into teaching. The development of the sixteen-week sequential plan should be a cooperative effort by the supervising teacher and teacher candidate. Defined by weeks, the plan may be modified as necessary to meet special needs and circumstances.

The actual sequence of experiences in each situation will depend upon the teacher candidate's readiness to increase responsibilities from week to week and upon the completion of lesson activities already under way in each class. The supervising teacher is responsible for pacing the sequential plan, with input from the teacher candidate and advice as needed from the Bethel supervisor.

WEEK ONE

OBSERVATION:

Observe in supervising teacher's classes, learning names and pertinent information about students, techniques used, and materials used.

TEACHING:

Tutor one student or a small group of students, teach one phase of a lesson, or teach a lesson planned by the supervising teacher. Assume the responsibility for teaching one or two classes (or subjects in elementary classrooms) by the second or third day. During these first days of teaching the teacher candidate may teach from the supervising teacher's lesson plans or write his or her own plans, as approved by the supervising teacher. Teaching plans are to be initialed (to indicate approval) by the supervising teacher at least 24 hours ahead.

PARTICIPATION:

Assist the supervising teacher in collecting papers, checking roll, organizing groups, and *be involved in some participation from the first day.*

PLANNING:

Plans for next week's teaching are developed cooperatively with the supervising teacher.

CONFERRING:

Confer daily with the supervising teacher regarding mutual expectations and plans.

DAILY CLASS SCHEDULE:

Provide a copy of your daily class schedule to your college supervisor on the first visit or during the first seminar.

WEEK TWO**OBSERVATION:**

Continue to assist in supervising teacher's classes.

TEACHING:

Continue planning and teaching, adding classes until teaching all day. Increase participation in class or subject for which the teacher candidate will next assume responsibility. Assume the responsibility for planning and teaching additional classes.

PARTICIPATION:

Increase participation activities to include instructional, routine, and supplemental non-teaching activities.

PLANNING:

Continue cooperative development of plans with teacher candidate assuming responsibility for some classes. The supervising teacher should check all plans for acceptability.

CONFERRING:

Confer continuously with the supervising teacher for the purpose of planning and evaluation.

WEEKS THREE AND FOUR**OBSERVATION:**

Continue various types of observations as time permits. Observation should decrease as teaching responsibilities increase.

TEACHING:

By Week Three the teacher candidate will be teaching all of the supervising teacher's classes.

PARTICIPATION:

Continue participation in all areas of the teacher's responsibility, including paperwork and duty assignments.

PLANNING:

Plan as necessary for increased teaching responsibility.

CONFERRING:

Continue conferences as needed.

WEEKS FIVE THROUGH EIGHT**OBSERVATION:**

Observation should be minimal since the teacher candidate has assumed a full schedule of teaching.

TEACHING:

The teacher candidate assumes a full schedule of teaching, including classes and other assignments (homeroom, bus duty, etc.)

PARTICIPATION:

Participation as necessary for increased responsibility.

PLANNING:

Planning as necessary for increased teaching responsibility. The supervising teacher is to initial all lesson plans at least 24 hours ahead of scheduled teaching time.

CONFERRING:

Daily conferring with the supervising teacher for the purpose of planning and continuous evaluation.

WEEK SEVEN

Gradually return teaching responsibility to the supervising teacher so that the teacher candidate's responsibility is concluded by the end of the teaching assignment. Observation in different classrooms equal to a total of one half day is recommended during the last week of student teaching. These arrangements should be completed with the advice, approval and assistance of the supervising teacher.

WEEKS EIGHT THROUGH FIFTEEN

Repeat the schedule used for teaching at site one, as outlined above. Make adjustments as necessary for student teaching at site two.

ROLES AND RESPONSIBILITIES: THE TEACHER CANDIDATE

The teacher candidate has the responsibility to:

Recognize that he or she is a guest in the school.

Be familiar with and abide by the rules, regulations, and expectations of the school, including expectations concerning dress, behavior, etc.

Become familiar with the cooperating school, its community, faculty, organization, regulations, curriculum, and physical plant.

Make his or her day the same as that of the supervising classroom teacher regarding length of the school day, extra-curricular assignments, duties, etc.

Know definitely what the expectations are of the supervising teacher and the Bethel supervisor.

Attend and participate in all school functions to which he or she is invited: faculty meetings, in-service workshops, parent conferences, etc.

Be punctual and dependable.

Notify the supervising teacher, school office, and Bethel supervisor if he or she must be absent.

Develop written plans for all classes and activities for which he or she is responsible and have the plans approved by the supervising teacher prior to their implementation.

Accept the supervising teacher's decisions regarding the material to be covered and the method of presentation. Recognize that the supervising teacher is legally responsible for the class.

Gradually assume full classroom teaching responsibility for at least six weeks (three weeks or more at each site).

Endeavor to establish and maintain effective professional working relationships.

Have a receptive attitude toward suggestions and constructive criticism.

Handle confidential information (student records, etc.) in a professionally responsible manner.

Adhere to the NEA "Code of Ethics of the Education Profession." (See page 24)

Attend all teacher candidate seminars and any other events scheduled or assigned by the Bethel supervisor.

ROLES AND RESPONSIBILITIES: THE SUPERVISING CLASSROOM TEACHER

The supervising teacher has the responsibility for:

Supervising and guiding the student teaching experience.

Working with the Bethel supervisor in planning experiences for the teacher candidate.

Preparing a climate of acceptance in the classroom and in the school for the teacher candidate.

Providing feedback regarding performance to the teacher candidate on a regular basis (at least once a week).

Assisting the teacher candidate as needed in completing the "Required Activities" to the satisfaction of the Bethel supervisor.

Reporting any serious problem to the building administrator and/or the Bethel supervisor.

Participating in the evaluation of the teacher candidate by conducting formative evaluation checks (not for official files) and a summative evaluation form at the end of the student teaching experience (to be placed in official files).

Monitoring, assisting, and evaluating the teacher candidate as a novice rather than as an experienced teacher.

Providing adequate on-site planning time (for instance, a planning period equal in length to that of regular faculty members).

NOTE: See "Questions and Answers for Supervising Teachers" starting on page 21.

ROLES AND RESPONSIBILITIES: THE SCHOOL ADMINISTRATOR

The school administrator has the responsibility for:

Assigning teacher candidates to competent and effective supervising teachers who have at least four years teaching experience, are fully certified in the subject area in which they are supervising a teacher candidate, and who are interested in working with a teacher candidate.

Orienting the teacher candidate to the school, including policies, rules, regulations, etc., and to the mores and expectations of the community.

Developing faculty understanding of the student teaching program.

Developing school-community understanding of the student teaching program.

Assisting, if needed, with gathering of completed evaluation forms and forwarding them to the Bethel supervisor.

Insuring that student teachers are not required to **substitute** teach in any class, for any length of time.

ROLES AND RESPONSIBILITIES: THE UNIVERSITY SUPERVISOR

The Bethel supervisor has the responsibility to:

Interpret the Teacher Education Program of Bethel and serve as a liaison between the University and the public school system.

Orient the teacher candidate and the supervising classroom teacher to the student teaching program, responsibilities of those involved in student teaching, required activities, procedural matters, etc.

Work closely with the supervising teacher in guiding the student teaching experience and be available to assist in case of questions, concerns, or problems.

Visit the teacher candidate a minimum of six times during the fifteen-week term.

Conduct a minimum of six conferences with the teacher candidate, at least four of which include the providing of feedback regarding of teaching performance.

Provide assistance to the teacher candidate in such areas as:

- a. knowing how, when, and by whom the student teaching experience will be evaluated
- b. developing his or her own teaching style and techniques
- c. planning lessons and writing lesson plans
- d. presenting material in different ways
- e. managing student behavior
- f. meeting individual differences of students
- g. evaluating student learning
- h. using information gained from evaluation of student learning to improve his or her teaching
- i. improving communication skills: grammar, usage, voice control, enthusiasm, etc.
- j. giving directions
- k. conducting class discussions

Monitor, review, and approve the teacher candidate's log, journal, lesson plan writing, and all other required student teaching activities.

Obtain completed and signed evaluation forms and submit the completed forms to the appropriate office.

QUESTIONS AND ANSWERS FOR SUPERVISING TEACHERS

1. How soon should I let the teacher candidate start teaching?

The teacher candidate should begin to assume a helping role on the very first day. By the end of the first week the teacher candidate should take over one or more classes. During the first days you may want to teach the lessons yourself but let the teacher candidate conduct parts of it, or you may want to do the planning and let the teacher candidate do the teaching from your plan. Use your judgment on this as you get to know the teacher candidate. Most teacher candidates are anxious to get started. If your teacher candidate seems reluctant, give him/her a prod.

2. What forms must I fill out?

The final evaluation is the only form that is essential other than documentation on the student teacher's log sheet. We would like for you to help with formative evaluation, too, by completing an evaluation form or forms during the student teaching, but you may do this formative evaluation using informal conferencing. This type of evaluation will help the student to know his/her strong and weak points so that corrective measures can be taken. We know that you have too much paperwork already, so we try to keep it to a minimum.

3. Are teacher candidates expected to be here all day?

The teacher candidate should serve the same hours as those teachers employed by the school. No teacher candidate is allowed to come in late or to leave early. Teacher candidates should be available before and after school for meetings, conferences, or any functions that other teachers are required to attend.

4. How often will the Bethel Supervisor be coming?

The Bethel Supervisor will come to your class a minimum of three times. Since the teacher candidate will serve in two sites, this will mean a minimum of six visits for the teacher candidate. Additional visits will be scheduled as you, the teacher candidate, or the Bethel supervisor sees fit. Usually these visits are scheduled ahead of time with the teacher candidate who will inform you of the date and time. We try to avoid surprise visits.

5. How, specifically, will the Bethel Supervisor operate?

Each Supervisor operates a little differently. Generally, though, we try to make three or more visits to the student teaching site. During the first visit, early in the student teaching experience, we do little or no observing of the student. This visit is for discussing needs, answering questions, and making plans with you and the teacher candidate. During the second and third visits we concentrate on formative evaluation of the teacher candidate.

At each visit we look for strong and weak points in the teacher candidate's performance. At a post-observation conference the teacher candidate and the

Supervisor will plan corrective measures for each weakness. The Supervisor will want a brief conference with you, as well, for getting your input on strengths and weaknesses that need to be addressed and for discussing strategies that will help the teacher candidate.

6. Should I stay in the room when the teacher candidate is teaching?

This is really up to you and them. Most teacher candidates need the assurance of your presence the first few days. After that you can decide when you are needed in the classroom (during special activities that may get out of hand, for instance). If you feel a need to stay in the classroom all the time after the student has assumed most or all of the classes then the teacher candidate may have a problem that we need to address. If there is a problem, we will try to correct it. If all is going well, the teacher candidate needs you to leave the room sometimes so that she/he can develop some self-assurance about her/his abilities to operate alone.

7. What does Bethel expect from me?

There is a list of responsibilities for supervising teachers in this handbook. Mostly, however, we just expect you to be a good role model and mentor for this novice teacher.

8. Will the Bethel Supervisor tell me when he/she is coming?

Usually the Supervisor will make arrangements for the visit ahead of time with the teacher candidate. The teacher candidate will inform you of the day and time of the scheduled visit. Occasionally the Supervisor may need to make an unannounced visit. These will be kept to a minimum and avoided when possible.

9. Should I let the teacher candidate write his/her own plans or can he/she use mine?

Your first responsibility is to your students, so you need to make the long-range plans (for instance, what units are to be taught and in what sequence). During the first days of the teacher candidate's experience you may want to write the daily lesson plans but let the teacher candidate execute them. Try to turn the lesson writing responsibility over to the teacher candidate as soon as possible, however, so that he/she will develop the skills for effective planning when he/she has a class of his/her own. You should look over every student-written plan to make sure the appropriate objectives will be met. Please initial each lesson plan so the Bethel Supervisor will know that the student is obtaining your approval before proceeding with each plan. Our teacher candidates are required to write very detailed plans using the Lesson Design Model when teaching a lesson that will be formally observed by the Bethel University Supervisor.

10. How should I introduce the teacher candidate to the class?

Please introduce the teacher candidate to the class as soon as possible. Use Mr., Mrs., or Ms. _____ and then say whatever you wish.

11. What should I do if the teacher candidate presents incorrect information to the class?

Talk to the teacher candidate immediately after class. Insist that the information be corrected the next time the class meets. Treat the teacher candidate the way you would want the principal to treat you if you made a mistake.

12. Should I give negative feedback, or just positive feedback?

You should give the teacher candidate both positive and negative feedback. We aren't doing them any favors by neglecting to talk about their weaknesses. They need to know about their weaknesses so they can correct them.

13. How many extracurricular activities should I get the teacher candidate involved in?

Use your own judgment about this. We want teacher candidates to be as involved as the rest of the staff.

14. Can the teacher candidate be my substitute if I am absent from school?

State regulations prohibit teacher candidates from doing substitution work during the student teaching semester. If you have to be absent the school will need to hire a substitute to cover your classes. The teacher candidate should do the actual teaching during your absence, however, since you and the teacher candidate will have made the plans for teaching.

Code of Ethics of the Education Profession, Adopted by 1975 Representative Assembly, National Education Association¹

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal education opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. *The Code of Ethics of the Education Profession* indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this *Code* shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from the independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.

¹Reprinted by permission of the National Education Association, Washington, D.C.

4. Shall make reasonable effort to protect the student from the conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the bias of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Principle II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in the prevent of the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional service or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.