

## IB/M PROGRAM STUDENT TEACHING: FREQUENTLY ASKED QUESTIONS

### Neag School of Education Spring 2025

#### *When does the student teaching experience begin and how long will the teacher candidate be in a school?*

- The student teaching experience begins on **Tuesday, January 28, 2025** and will continue until **Friday, May 2, 2025**.
- During full time student teaching, teacher candidates are expected to be actively engaged either in person or virtually, throughout the entirety of the school day.
- Teacher candidates follow their district calendar and **do not take UConn's spring break**.

#### *What is the suggested schedule for student teaching?*

- In a typical year where students are in the same placement for the fall and spring semester, most teacher candidates will be ready to take an active role in the classroom when they begin in January. (See the box on the right.)
- Although each experience is unique, the ideal student teaching schedule would be a gradual release of planning, teaching, assessing, and classroom management so that teacher candidates are ensured **at least 3 weeks of sustained student teaching**. See the sample schedule on the right for additional details.
- Teacher candidates who have missed more than two days of school will need to work with their University Supervisor and Cooperating Teacher to make up missed time teaching. Missed days can be made up from May 6<sup>th</sup> – 9<sup>th</sup>, 2025 . Please note that teacher candidates are expected to attend the Master's Day of Research on Monday, May 5<sup>th</sup>, 2025.

<sup>1</sup>Please Note: Teacher candidates who are majoring in music or who, for some other reason must begin in a new placement during the spring semester, will follow a more traditional schedule, including an initial two weeks of observation.

## Sample Schedule for Student Teaching<sup>1</sup>

**Week 1:** Participate in routines, assume all responsibilities for one class period, meet regularly with CT to review lesson planning, etc. Become familiar with and participate in other non-instructional responsibilities such as recess duty, hall duty, team meetings, etc.

**Week 2 & 3:** Add an additional class or instructional responsibility and become familiar with assessment of student learning.

**Week 4:** Assume full responsibility for at least *three classes or instructional responsibilities*, including evaluation of student performance.

**Week 5-6:** Continue toward a gradual release of overall teaching responsibilities from the Cooperating Teacher. Teacher candidates who are confident and ready to assume more responsibilities, should do so. Those who need a bit more time are encouraged to use these two weeks to transition.

**Week 7- 10:** *At this point the whole day from student arrival to departure should be planned for and guided by the teacher candidate.* The co-teaching roles reverse and the Cooperating Teacher becomes the observer and supporter, while the teacher candidate becomes the primary instructor, in charge of all planning, teaching, assessing, managing and assuming any non-instructional duties that the Cooperating Teacher is assigned.

**Week 11: School District Spring Recess**

**Week 12:** As the end of student teaching draws near, the CT and teacher candidate should plan for the responsibilities of the school day to be fully transitioned back to the CT.

### ***Roles and Responsibilities***

The student teaching semester is a time for teacher candidates to focus on and continue to develop effective teaching practices in their certification areas. Under the guidance and mentoring of a TEAM trained, professionally licensed Cooperating Teacher, and an experienced University Supervisor, teacher candidates are provided opportunities to develop and demonstrate core competencies.

<b>Teacher Candidates (TC)</b>
<ul style="list-style-type: none"><li>● Behave in a professional and ethical manner, actively participating in the classroom, school, and community</li><li>● Communicate clearly with Cooperating Teachers and University Supervisors</li><li>● Draft and write lesson plans for all classes taught</li><li>● Submit lesson plans at least 24 hours before planned teaching time to CT's and US's</li><li>● Prepare formal, typed lesson plans to share with University Supervisors during formal observations</li><li>● Attend weekly EGEN 4110 Seminar</li><li>● Collect teaching artifacts for a professional portfolio</li></ul>

<b>Cooperating Teachers (CT)</b>
<ul style="list-style-type: none"><li>● Co-plan, co-instruct, co-assess, and co-manage a classroom until the teacher candidate is ready to gradually assume autonomy in each of these areas</li><li>● Provide a specific workplace in the classroom or office for the teacher candidate to work</li><li>● Formally observe <b>at least four</b> lessons during the semester using the <i>Pre-service Teacher Observation Tool</i></li><li>● Review, critique, and approve the teacher candidate's lesson &amp; unit planning</li><li>● Guide teacher candidates in the development of effective classroom management practices</li><li>● Share methods of assessment and grading</li><li>● Participate in a mid-term and final evaluation conference, communicating clearly and honestly about the teacher candidate's progress</li></ul>

<b>University Supervisors (US)</b>
<ul style="list-style-type: none"><li>● Provide guidance to the Cooperating Teacher and teacher candidate regarding expectations for and procedures of the student teaching experience</li><li>● Communicate regularly regarding expectations and scheduling</li><li>● Formally observe <b>at least four lessons</b> during the semester using the <i>Pre-service Teacher Observation Tool</i></li><li>● Facilitate a mid-term and final evaluation conference, communicating clearly and honestly about the teacher candidate's progress</li><li>● Complete mid-term and final evaluations on Qualtrics</li></ul>

### ***How are teacher candidates evaluated during student teaching?***

Teacher candidates benefit most when provided with information concerning their progress on a regular and frequent basis. In student teaching, this is a three-pronged approach:

1. Formal observations conducted by the University Supervisor and the Cooperating Teacher
2. Completion of the Pre-service Teacher Observation Tool
3. Completion of the evaluation rubric to provide midterm feedback and a final grade

### **Formal Observations**

- In addition to informal feedback and reflective conversations, teacher candidates will be observed formally **at least eight** times during the semester- four by their University Supervisor and four by their Cooperating Teacher.
- Formal observations should be scheduled in advance so that teacher candidates can submit a formal lesson plan at least 24 hours before they teach. Time for debriefing and reflection shortly after the lesson is taught is also essential.
- Both the Cooperating Teacher and the University Supervisor formally observe a lesson **at least four** times during the semester using the *Pre-service Teacher Observation Tool* (see below). Observations may include small group lessons as well as whole class meetings or instructional times.
- Formal observations should be spaced throughout the semester and include at least one before the midterm, and one or two during the teacher candidate's sustained teaching time.

### **Pre-service Teacher Observation Tool**

- The *Pre-service Teacher Observation Tool* is an observation protocol based on the Student Teaching Evaluation Rubric and designed to provide formative feedback for teacher candidates about a range of strategies and behaviors of effective teachers.
- As you review the Observation Tool, please note that some practices may be more appropriate for either the Cooperating Teacher or University Supervisor to observe. The teacher candidate, Cooperating Teacher, and University Supervisor will choose several different practices of focus for each formal observation.
- Links to the Pre-Service Observation Tool will be provided via email as well as posted on the Neag site for University Supervisors and Cooperating Teachers. Each observation will be documented on a separate Observation Tool form on Qualtrics.

### **Student Teaching Evaluation**

- The student teaching evaluation form is different from the Pre-service Teacher Observation Tool. The purpose of the student teaching evaluation is to formally evaluate the student in the middle of the semester and at the end of the semester.
- For both the midterm and the final evaluation, the teacher candidate and Cooperating Teacher will fill out an evaluation form prior to a three-way meeting (in-person or virtual) with the University Supervisor. At the three-way meeting, the teacher candidate and Cooperating Teacher will discuss their recommended scores with the University Supervisor. The University Supervisor will have the opportunity to add their feedback and negotiate scores to be submitted on Qualtrics. The University Supervisor is the person responsible for submitting the evaluations via Qualtrics.

- Midterm: ***A letter grade is not issued on the midterm evaluation***, and there is an option to indicate that the practice being evaluated may not yet have been observed. At the end of the evaluation, there is a yes/no question where you will be asked to indicate if you have any concerns about this student's performance as an emerging teacher.

### ***What is NTCPA and how is it connected to student teaching?***

- The Neag Teacher Candidate Performance Assessment (NTCPA) assesses candidates' knowledge and skills in planning, teaching and assessing student learning. The NTCPA is designed to provide candidates with meaningful learning opportunities and feedback to support their learning and to provide information on candidate learning to support program improvement. Candidates complete the NTCPA during student teaching. Completing the assessment involves candidates planning and teaching an instructional sequence, assessing their students' learning and reflecting the impact of their planning and teaching on it. Candidates must complete and pass the NTCPA during student teaching.
- Support and additional information for the completion of NTCPA will be provided at the Student Teaching Orientation in January as well as in EGEN 4110 seminars.

### ***What other responsibilities do teacher candidates have during student teaching?***

The EGEN 4110 seminar is a graded course that meets once a week, after school, throughout the student teaching semester. The goal is to provide additional support for developing teachers and to address issues related to professionalism, instructional decisions, classroom management, and other issues as they arise. In addition, seminar leaders will provide support for teacher candidates as they prepare their NTCPA submissions.

### ***What is Neag's policy on 1:1 engagement with K-12 students in districts?***

In accordance with Connecticut State Regulations, Section 10-145d-401(b), which states:

*“Appropriate certification is required for any person in the employ of a board of education who:*

- 1. Is not directly supervised in the delivery of instructional services by a certified professional employee in a position requiring certification; or,*
- 2. Is responsible for planning of the instructional program for a student; or,*
- 3. Evaluates student progress; or,*
- 4. Does not receive specific directions from their supervising teacher or administrator that constitute a lesson plan for each lesson.”*

UConn student teachers may work 1:1 (either virtually or in-person) in their clinical placements when:

- the sessions are video-recorded (according to their placement's district policy); and/or
- they are directly supervised by a certified educator who can access the lesson (virtually or in-person) at the time it is being taught.