

## Office of Field Experiences~ Central Connecticut State University



### Field Tips and Other Thoughts ~ # 4

*Teaching is not a profession; it's a passion.*  
-- Unknown

It's that time in the semester when the Student Teaching Team comes together to assess the student teacher's progress. The purpose of doing so provides the team the opportunity to recognize areas of strength demonstrated by the student teacher as well as identify areas in need of continued focus. It is important for you to know that CCSU's evaluation is based on the Common Core of Teaching as well as the School of Education and Professional Studies Conceptual Framework. It ensures that each student demonstrate current Connecticut licensure competencies.

For the student teachers in all-level disciplines, the feedback provided at your final evaluation conversation provides the framework for the work to be accomplished during the secondary experience. For elementary and secondary student teachers, the midterm evaluation allows for clear goals to be identified as well as begin important conversations for supporting the continued growth of the student teacher.

Although the University Supervisor is the individual submitting the final grade awarded, the OFE requests that the cooperating teacher and supervisor work closely and collaboratively in the best interest of the student teacher. Student teachers were encouraged to review the evaluation document at the start of the student teaching semester and to use it as a regular source for understanding the expectations for their semester's work.

**NOTE:** Items 1 – 30 should be completed by all student teachers. Additional items follow depending on the specific discipline of the student teacher.

#### **By now your student should be:**

##### **All – Level**

- Completing their full-time teaching experience.

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- Have been visited by their university supervisor on a regular basis and provided with written feedback.
- Aware of their final evaluation conference.
- Completed lesson plans and reflections for every lesson, and keeping an up-to-date binder
- Participated in conversations using student performance data and work samples.
- Attended department meetings.
- Implemented unit plan developed during the previous weeks.
- Differentiated instruction in order to meet the needs of the diverse learners in the classroom

### **Elementary and Secondary**

- Working towards a full take-over.
- Visited by their university supervisor on a regular basis.
- Aware of their midterm evaluation conference.
- Writing lesson plans and reflections for every lesson, and keeping an up-to-date binder
- Engaging in conversations using student performance data and work samples.
- Attending department meetings.
- Differentiating instruction in order to meet the needs of the diverse learners in the classroom
- Planning units as directed in the student teaching seminar.

### **Some items to consider for the upcoming week:**

- Encourage your student teacher to continue to videotape his/her lessons. This is an excellent way to allow the student teacher to truly reflect and refine their practice.
- Urge your student teacher to try out a new formative assessment strategy in order to collect data on student learning.
- Ask your student teacher to try a different model of instruction besides direct instruction.

### **Helpful Hint:**

We know that some disciplines are shortage areas. You may want to consider having your building administrator observe your student teacher in action.

A heartfelt thank you to the cooperating teachers who hosted K-12 student teachers the past eight weeks. Your support and dedication is valued.

*~ Holly*

Note: This, and other issues of Field Tips and other Thoughts, is available on our website:

[http://www.education.ccsu.edu/Departments/Office\\_of\\_Field\\_Experience/](http://www.education.ccsu.edu/Departments/Office_of_Field_Experience/) under the Cooperating Teacher link.

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