



School of Education

**Student Teaching Handbook  
2024 - 2025**

**For use by:**

Student Teachers

Mentor Teachers

University Supervisors

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# Foreword

The information contained in this handbook is designed to assist the Heidelberg University student teacher, the mentor teacher, and the university supervisor in understanding the role each person plays in this final field experience in the Heidelberg University Educator Preparation Program. This handbook is designed to be used as a reference guide as the experience progresses.

Heidelberg University's School of Education offers our sincere appreciation of the commitment from mentor teachers and supervisors as they support and encourage the student teachers during this experience. You all play an important part in this final phase in the preparation of our future educators!

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## Student Teaching Experience Information

The student teaching experience is the capstone of the Educator Preparation Program. A Heidelberg University student teacher will practice critical dispositions in student interaction, content instruction, classroom management, and professionalism. While student teachers are partners with practicing teachers who agree to mentor them in schools and classrooms, the mentor teacher is the advisor and guide during this valuable experience. In every way, student teachers are expected to display mature and professional behavior in this experience that begins their professional career. Student teachers and their supervisors play a vital part in the connection between Heidelberg and our K-12 partners. Being a student teacher is a full time job. It includes being responsible for the entire class load plus out-of-class responsibilities. Therefore, student teachers are held to the highest standards of code of conduct in the field of education.

1. The university supervisor will schedule a short, informal orientation with the mentor teacher(s) and the student teacher during the first two weeks of the semester. This time will be determined by the mentor teachers' schedule.
2. During the first three weeks of the semester (Pre-field), student teachers will attend EDU 416 Student Teaching Seminar on T/TH and will be in the field classroom on M/W/F . Beginning on week four, student teachers will be present in the field classroom full-time M-F and attend seminar on campus on Tuesdays at 4:00 pm.
3. Student teachers will follow their building's calendar for holidays, professional days, parent conferences, spring break, etc. Follow the district guidelines for teacher workday hours. Be prepared to meet with your mentor teacher if necessary, either before or after the regular school day. (Item #3 in Student Teacher Expectations)
4. Lesson plans are due to the university supervisor by **6:00pm on Fridays** as well as shared with the mentor teachers prior to teaching them.
5. A three-way conference will be held with the student teacher, mentor teacher and university supervisor at midterm. Prior to this conference, all parties will have filled out the Candidate Pre-service Assessment of Student Teaching (CPAST) in preparation for discussion of the experience thus far.
6. All student teachers will be completing the edTPA teacher performance assessment during the first half of the student teaching experience. Dr. Dawn Henry will facilitate the edTPA portfolio development and submission.
7. Induction into full-time teaching should be gradual and geared to each individual student teacher. Team teaching or co-teaching with the mentor teacher is highly encouraged.
8. The School of Education reserves the right to remove any student teacher whose performance is deemed unsatisfactory. A removal from the field experience will result in failure and loss of credit for the course.

## **Expectations of Heidelberg University Student Teachers**

1. The student teacher is an emerging professional. While student teachers are partners with the mentor teachers who agree to mentor them in schools and classrooms, the mentor teacher is the advisor and guide during this valuable experience. In every way, student teachers are expected to display mature and professional behavior in the experience that begins their professional career. Student teachers and their supervisors play a vital part in the connection between Heidelberg and our K-12 partners. They are active learners in a profession in which inquiry and reflection represent the norm.
2. Being a student teacher is a full time job. It includes being responsible for the entire class load plus out-of-class responsibilities. Attendance, punctuality, and preparation are crucial components of this responsibility.
3. Student teachers should take part in out-of-class activities such as parent/teacher conferences, PTA/PTO, faculty and professional meetings, and routine teaching tasks. Student teachers must place their responsibilities and activities in a primary position. Future careers in education hinge on performance during the student teaching semester.
4. Student teachers are expected to establish and maintain friendly but professional relationships with students. They should not associate with students outside of the school day except at a school or teacher-sponsored functions.
5. Student teachers are guests in the assigned schools; they are expected to support all school policies and personnel. All school rules and regulations (e.g., daily arrival and departure times for teachers) as well as the school calendar are to be followed.
6. Student teachers should dress and speak in a professional manner and should exemplify professionalism when dealing with confidential information.
7. When being observed by a University Supervisor, hard copies of lesson plans, handouts, quizzes, and supplemental materials must be made available for review. Any edits to a lesson plan should be communicated to the supervisor prior to the observation.
8. Student teachers should assume responsibility for the quality of their experience, seek out involvement possibilities, and ask for new responsibilities as soon as they feel they are able to master them.

## Expectations of Mentor Teachers

1. Model good teaching, classroom management, planning, and professionalism.
2. Share appropriate and applicable materials and ideas with the student teacher.
3. Encourage the student teacher to become actively involved with students as soon as possible. Assist student teacher in utilizing a variety of instructional strategies and assessment techniques.
4. Identify diverse learners in the classroom and assist the student teacher in meeting the needs of those students.
5. Instruct student teacher on building procedures such as the following:
  - a. Fire drills, Tornado drills, Intruder/ALICE drills
  - b. Attendance policies
  - c. Discipline policies
  - d. Grading policy (Progress Book or other software), district/building grading scale
  - e. Building guidelines for monitoring study halls, lunchroom duty, hall duty, etc.
  - f. Other important information deemed necessary
6. After each lesson is taught, reflect on its effectiveness with the student teacher. This should be done as often as schedules allow.
7. Check student teacher's lesson plans weekly to assure completeness as prescribed by the Heidelberg lesson plan format and that the student teacher is following state/local standards for the subject being taught.
8. Forms for mentor teachers to complete:
  - a. **TWO Teacher Candidate Observation Forms**. If the student teacher is also ISP, each mentor teacher will complete **ONE Teacher Candidate Observation Form**. Choose specific lessons near midterm and end of semester as formal observations. Provide copies or email each observation form to the student teacher and university supervisor. If necessary, mentors may use this form for additional observations. This form is available as a Word document if you wish to fill it out electronically. Email the supervisor or Lynne Cartwright (lcartwri@heidelberg.edu) for the file.
  - b. **ONE CPAST** form that is used in preparation for three-way conference with student teacher and university supervisor at **midterm** and **end** of semester.
9. Contact the University Supervisor or Director of Field Placements as soon as possible if questions or concerns arise that need to be addressed. No question or concern is too small. It is best practice to communicate openly and in a timely manner to allow the best experience possible for everyone involved in the student teaching experience.

## Expectations of University Supervisors

1. Attend the supervisor meeting and meet student teachers during the first week of the semester.
2. Schedule an orientation meeting with each mentor teacher and student teacher.
3. Complete **THREE** formal observations using the Teacher Candidate Observation Form. If the student teacher is also an ISP candidate, complete **FOUR** observations; two observations in the regular classroom placement and two observations in the special education placement.
4. Complete the online CCAST orientation module. The link will be sent to you by the Director of Field Placements.
5. Schedule and lead three-way conferences using the CCAST at midterm and end of semester. Submit the CCAST consensus forms to the Director of Field Placements.
6. Provide a letter of recommendation if requested by the student teacher.
7. Turn in to Director of Field Placements by December 6, 2024.
  - a. **THREE** Teacher Candidate Observation Form (completed by supervisor)  
**FOUR** forms if the candidate is ISP.
  - b. **TWO** Teacher Candidate Observation Form (completed by mentor teacher)
  - c. **TWO** CCAST consensus forms (from the midterm conference and exit interview)
  - d. Letter of recommendation if requested by the student teacher.
  - e. Mileage reimbursement form
8. Contact Director of Field Placements or Director of School of Education as soon as possible if questions or concerns arise that need to be addressed. It is best practice to communicate openly and in a timely manner to allow the best experience possible for everyone involved in the student teaching experience.