STUDENT TEACHER & INTERN HANDBOOK
A Guide for Student Teachers, Interns, Cooperating Teachers, Administrators and University Partners

Updated July, 2022
Dear Administrators, Cooperating Teachers and University Partners,

Thank you for your support in preparing future educators! Sumner-Bonney Lake School District partners with universities and school leadership to recruit, develop and support a diverse workforce. We are dedicated to the highest standards of equity and achievement to create an environment of success for our students, employees and the communities we serve. Sumner-Bonney Lake School District is committed to creating and sustaining a pipeline of future educators. We know that it takes a community to develop an educator and value the contributions of our building administrators, cooperating teachers and university partners.

This manual is a resource to share information on processes and procedures for student teachers/interns in the Sumner-Bonney Lake School District.

If you have questions about student teachers, please do not hesitate to contact us: studentteachers@sumnersd.org

Sincerely,

David Brower
Sumner-Bonney Lake School District
Assistant Superintendent, Human Resources
Selection of Cooperating Teachers

A pool of cooperating teachers within the school district will be nominated collaboratively by their school principal and the Instructional Services Department. This pool of qualified teachers from a variety of grade levels will be established each year in the spring for the following school year. Participation in the pool is voluntary.

The following criteria are to be included in the selection process for cooperating teachers:

- A minimum of three years of successful teaching experience; however, exceptionally able teachers with less experience may be considered
- Knowledgeable and skillful in an area of specialization
- An interest and desire to supervise student teachers/interns
- Flexibility and adaptability as a person, utilizing effective interpersonal skills with colleagues and students
- Willingness to provide frank evaluations to the student teacher/intern, district and university
- Willingness to share the classroom experience with the student teacher/intern and to give him/her complete responsibility for a period of time
- Willingness to provide an experience consistent with the stated objectives of the participating university
- Possess the vitality and self-confidence sufficient to assume this added responsibility
- Recommendation from professors, university supervisors, building administrators, or other teachers for the role of cooperating teacher

The university will provide a comprehensive and detailed statement, in writing, of its student teaching and intern teaching programs including the goals, screening procedures, teaching experiences, classroom and university supervision expectations, and all time commitments and restrictions placed on the education student. This information will be shared with the student teacher/intern, the cooperating teacher, the principal, the college supervisor, Human Resources, and, as needed, with anyone expected to play a role in the student teacher’s/intern’s experience.
TYPES OF STUDENT TEACHER AND INTERN PLACEMENTS

**Observation/Practicum**
An observation/practicum refers to a brief time that the student teacher/intern visits a classroom or a series of classrooms to observe teachers in action. An observation typically does not include any kind of formal evaluation of the university student.

**Student Teaching and School Counseling Internship**
The student teaching or internship experience can be part or full-time. Each student teacher/intern will be assigned a cooperating teacher or mentor by the student teacher coordinator at the central office.

While there must be one cooperating teacher or supervisor on record, with permission from their cooperating teacher, student teachers/interns may want to observe other teachers or assist in other classes during their student teaching/internship experience. Cooperating teachers will be asked to complete periodic evaluations of their student teachers/interns for the university. Similarly, principals are asked to observe student teachers/interns in the classroom and complete an evaluation of their teaching for the district.

**Speech Language Pathology, School Psychology, Occupational Therapy, Physical Therapy Interns**
These interns are assigned and managed by the special services department at SBLSD’s central office. These interns may spend their internship at one school site or rotate among various sites with their department supervisor/cooperating teacher.
Responsibilities
The responsibility of the cooperating teacher and administrator is to ensure that the experience is meaningful and will serve to enhance the student teacher’s/intern’s educational experience and career development. One thing that student teaching is NOT designed to do is provide your school with inexpensive temporary help. It takes a community to develop an educator. We appreciate each person’s role in this work. Please see below for the expectations at the school, district and university levels.

Cooperating Teacher will:
- Create a supportive atmosphere with the student teacher/intern that will result in that student’s success as an educator.
- Engage collaboratively with the student teacher/intern in a cycle of observation and feedback.
- Help the student teacher/intern plan daily lessons.
- Plan and conduct conferences with the student teacher/intern on a regular basis with a focus on developing their professional practice.
- Serve as a teaching model for the student teacher/intern by:
  - utilizing currently valued teaching materials and techniques.
  - demonstrating the planning and teaching necessary and the teaching methods involved in accommodating individual learning differences.
  - specifying and measuring behavioral change in students as a basis for evaluating teaching performance.
- Provide opportunity for student teacher/intern to meet and/or observe other teachers at the school site.
- Provide co-teaching opportunities throughout the student teacher’s entire placement.
- Rate the student teacher/intern’s progress in specific areas and write timely evaluative comments, as requested by the university program.
- Provide feedback for the district for consideration when student teachers apply for teaching positions in the district.

Building Administrator will:
- Hold the responsibility for orienting the staff and the school community to each student teaching program/internship.
- Arrange for the orientation of the student teacher/intern to the school. This will include introducing them to teaching and non-teaching personnel, interpreting the culture of the school and acquainting them with special services provided for students.
- Monitor the student teacher/intern’s experience and provide support as needed.
● Confer with the cooperating teacher, the university supervisor and the student teacher/intern as needed.
● Give the student teacher/intern as much professional status in the building as possible.
● Manage district’s liability for student teachers/interns.
● Observe the student teacher in the classroom and provide their feedback to the district. These evaluations are important pieces of a student teacher’s file and are considered when student teachers apply for teaching positions in the district.
● Nominate cooperating teachers for the pool who are leaders in the building. These cooperating teachers will actively commit to bringing up the next generation of educators, and who possess the following qualities:
  ○ minimum of three years teaching experience
  ○ is in good standing with SBLSD
  ○ has a command of effective instruction (including assessment, differentiation, lesson planning, curriculum development
  ○ is able to be explicit about what they are doing as an instructor and why they are doing it
  ○ is able to scaffold experiences for the student teacher/intern so that they can learn to be independent
  ○ is willing and able to engage collaboratively with the student teacher/intern in a cycle of observation and feedback
  ○ sees self as a continual learner (willing to learn from student teacher/intern)
  ○ has strong communication skills (candid, gives explicit reasons, able to develop trust, able to give and receive feedback)
  ○ has knowledge of adult learning

Administrative Assistant in the building will:
● Assist administrators and cooperating teachers in orienting student teacher/intern(s) to the building and to other opportunities for which they may wish to participate, including staff meetings, community events, etc.
● Assist administrators in scheduling evaluations of each student teacher/intern prior to completing their term at the school.

Sumner-Bonney Lake School District Central Office will:
● Establish a pool of cooperating teachers.
● Identify placements for practicums, student teaching and internship assignments with approval of administrator.
● Maintain all university partnership contracts.
● Provide professional development opportunities for student teachers and interns.
• Respond to cooperating teacher and administrator needs as related to student teacher/intern’s university supervisor.
• Maintain communication with the school’s designated administrator.
• Act as point of contact for the administrator and cooperating teacher to communicate concerns or issues to the university.
• Communicate with building administrators about potential student teachers/interns.
• Support a positive partnership with the university’s placement office.
• Communicate timelines and expectations of the university program to the administrator, cooperating teacher and student teacher/intern.
• Keep the administrator apprised of any emerging concerns about the student teacher/intern or cooperating teacher in a timely manner.
• Send communication regarding placements to student teachers and interns, cooperating teachers, principals, secretaries, and university placement coordinators.
• Ensure that student teachers and interns have completed all district requirements, especially those around security, before beginning their placement.
• Give student teacher/intern their security badge on the first day of their student teaching/internship.
• Ground our university partnership work in closing the achievement gap and ensuring we are creating and sustaining a diverse teacher pipeline.

**University Supervisor will:**
• Represent the university program and advise the student teacher/intern about program requirements.
• Maintain communication with the district placement coordinator.
• Communicate timeline and expectations of the university program to the administrator, cooperating teacher and student teacher/intern.
• Keep the placement coordinator apprised of any emerging concerns about the student teacher/intern or cooperating teacher in a timely manner.
• Act as point of contact for the administrator and cooperating teacher to communicate concerns or issues to the university.
• Assign a field supervisor from the university to provide feedback and support.
• Support facilitation of student teacher/intern’s required evaluations.
• Support a positive partnership with the district.
• Communicate placement request(s) for potential student teachers/interns.
• Assist student teacher/intern with all security requirements prior to beginning the placement.
PLACEMENT REQUESTS

Placement of student teachers and interns is a very important part of the process. Placement requests should be initiated by university placement coordinators. Ultimately, it is the district placement coordinator, with permission of the building administrator, who decides which student teachers and interns will be placed in the school building. University placement coordinators are asked to submit requests using this form.

The deadline for receiving placement requests are as follows:

- **Fall** (start dates in August - December) - June 1
- **Winter** (start dates in January - March) - November 1
- **Spring** (start dates in April - June) - Feb 1

CURRENT UNIVERSITY PARTNERS

Universities wishing to place their student teachers and interns in Sumner-Bonney Lake School District must have a Memorandum of Understanding on file. Because a primary reason for hosting student teachers and interns is to build our district educator pool, the district’s strongest focus is with local and state higher education partners. Placements from out-of-state programs will be made on a space available basis. Here is the list of current local universities that have a MOU with Sumner-Bonney Lake School District:

- Central Washington University
- City University of Seattle
- Eastern Washington University
- Evergreen State University
- Northwest Educational Development, LLC
- Pacific Lutheran University
- Pierce College
- Saint Martin’s University
- Seattle Pacific University
- Seattle University
- University of Puget Sound
- University of Washington
- University of Washington-Tacoma
- Washington State University
- Western Governors University
- Western Washington University
CHECKLIST - Practicum/Intern/Student Teacher

The following tasks need to be completed by the student within the timeframe specified.

- Fill out Student Teacher Online Application
- Complete fingerprinting (can be done in HR Department)
- Complete Safe Schools Online Training prior to first day
- Sign Disclosure Form
- Pick up badge (Student Teachers/Interns only)
EFFECTIVE MODELS FOR STUDENT TEACHING

Using the co-teaching model, student teachers/interns are provided with modeling, coaching and feedback as they develop their teaching skills. Co-teaching allows cooperating teachers to model effective practices while providing student teachers with meaningful classroom experiences. In this model the cooperating teacher remains in the classroom to support on-going feedback and continuous mentoring. It can be used at all grade levels and content areas.

Strategies for Co-Teaching With Student Teachers/Interns

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<th>Strategy</th>
<th>Definition</th>
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<td>One teach, one observe</td>
<td>One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation on specific behaviors. Both the teacher candidate and the cooperating teacher are able to take on either role.</td>
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<tr>
<td>One teach, one assist</td>
<td>One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors or corrects assignments, often lending a voice to students or groups who hesitate to participate.</td>
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<td>Station teaching</td>
<td>Station teaching occurs when the co-teaching pairs divide the instructional content into parts. Each teacher instructs one of the groups. The groups then rotate or spend a designated amount of time at each station. Independent stations are often used along with the teacher-led stations.</td>
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<td>Parallel teaching</td>
<td>Parallel teaching occurs when the class is divided, with each teacher instructing half the students. However, both teachers are addressing the same instructional material, using the same instructional strategies and materials. The greatest benefit to this method is the reduction of the student-to-teacher ratio.</td>
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<td>Supplemental teaching</td>
<td>Supplemental teaching allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information or materials extended or remediated.</td>
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<td>Alternative (differentiated) teaching</td>
<td>This teaching strategy provides two approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.</td>
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<td>Team teaching</td>
<td>Team teaching incorporates an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From the students' perspective, there is no clearly defined leader -- both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.</td>
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(From *Changing the Face of Student Teaching Through Co-Teaching*. Bacharach, N., Heck, T.W. & Dahlberg, K., 2010.)

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**DISTRICT SUPPORT**

We appreciate your commitment to developing the next generation of educators. If any issues arise during the school year, please do not hesitate to contact us for assistance and support. If your student teachers and interns are outstanding, we want to hear that, too! Thanks for all you do in supporting our future educators.

Please contact us if you have any questions at this email address:

studentteachers@sumnersd.org

The materials in this handbook were used with permission. Adapted from the Portland Public Schools: *PPS Student Teacher/Intern Handbook.*