Student Teaching Handbook

(Last Updated - August 5, 2016)

Department of Educational Studies
SECTION I

Overview

Definition of Student Teaching

Student teaching is defined as a full day, full time, school-based experience that is supervised by both a certified experienced teacher and a University Supervisor. The primary objective of student teaching is to provide the teacher candidate the opportunity for acquisition and demonstration of instructional competence. The student teaching experience has been carefully designed to be as realistic and as intensive as actual teaching. This involves placing teacher candidates in schools with carefully selected and qualified Cooperating Teachers. Supervision is regarded as absolutely essential and is a mutual responsibility of the Cooperating Teacher and the University Supervisor, who are proven successful classroom teachers. While all candidates should assume full class responsibilities, the extent and length of actual teacher candidate involvement rest upon the mutual agreement of the candidate, the Cooperating Teacher, and the University Supervisor, who make up the Student Teaching Triad.

The basic role of the triad members is to work as a team through constant communication to support, enhance, and prepare the teacher candidate to become a reflective professional. Each member has a specific set of responsibilities outlined in this handbook.

Teacher Candidate Responsibilities

Student teaching requires a full-time commitment on the part of the teacher candidate, and normally no other courses are taken during this period of time. It is recognized that many university students maintain part-time employment while attending university classes. However, due to the excessive demands on the student’s time during the student teaching period, students are requested to arrange their schedules so that they do not need to work during the student teaching phase of their program. If it appears that employment is jeopardizing the success of the teacher candidate’s program, the teacher candidate will be given the option of terminating either employment or student teaching.

Fundamentally, the teacher candidate must behave as a professional. They are expected to perform each aspect of the teaching profession, such as attending professional development or collaboration meetings, working with families, or staying late to complete work assignments or preparation. Teacher candidates are also expected to act professionally, working with the Cooperating Teacher, the University Supervisor, professional colleagues, and students to strengthen their skills and knowledge as a teacher.

University Personnel and their Responsibilities

The Director of EPIC (Educational Planning and Information Center)

Mr. Jim Beard is responsible for advising students after admission to Block 1 through
completing the licensing process. He will process all student teaching applications, make placements, and communicate with school districts.

The Academic Coordinator of Student Teaching

Dr. Merz is a faculty member who will be responsible for the academic components of student teaching. She will determine the timing and content of seminars; coordinate communication between student teachers, cooperating teachers, and university supervisors; and assist with resolving issues as they arise. In addition, she will work with University Supervisors and Cooperating Teachers to determine the final grade for each teacher candidate.

University Supervisors

University Supervisors have been carefully selected because they all possess extensive understanding of and experience in p-12 settings. Many have been administrators at one level or another. University Supervisors will periodically visit teacher candidates to make classroom observations. Then, they will speak with both the Cooperating Teacher and the Teacher Candidate (either individual or jointly) about what they observed, points of noted strengths, and questions or concerns that they have.

Cooperating Teachers

Cooperating Teachers have been selected by the school district, principal, or university to provide day-to-day supervision, guidance, and mentoring to Teacher Candidates. Each Cooperating Teacher has multiple years of classroom experience as well as a desire to foster the education and skill attainment of future colleagues.

EPIC Secretary

Melinda Woods, The EPIC Secretary, assists Mr. Beard with student teaching placements as well as sending/receiving Cooperating Teacher contracts and travel information from University Supervisors.

Student Teaching Policies

Although Cooperating Teachers assume the major responsibility for directing teacher candidates in their work, teacher candidates must assume certain responsibilities in order to receive full benefit from their experience. The policy statements and suggested procedures that follow should clarify some of the responsibilities of the teacher candidate.

Professional and personal conduct

As a student teacher (our candidate), you are in the last stage of transitioning to being a professional. You are now a responsible adult and should engage in adult behavior and conversations. Previous courses and field experiences have set a foundation for learning about professional behaviors. Now is the time to demonstrate your application of
them. Thus, IPFW candidates will engage in professional and personal conduct that is appropriate to the integrity of the university and the profession. Examples of this are spelled out in the Professional Expectations Agreement, so please read that document carefully and ask questions if you are unsure of what an item means. Even as a student teacher off-campus, you also are obligated to follow the IPFW Code of Student Rights, Responsibilities, and Conduct found at https://www.ipfw.edu/committees/senate/code/

While professional behavior has many different aspects, we will highlight two that are especially important in this section. You will participate positively in digital etiquette (through the use of electronic devices and social media). To protect the safety and well-being of you and the children/adolescent(s), you shall participate in communications with minors that are public in nature. This means that all communication should include your Cooperating teacher and University Supervisor and, ideally, the student’s parents/guardians. In addition, all communication should come through the school district's approved email system, approved apps, or the school’s LMS (learning management systems, such as Canvas). In other words, you are to NOT engage with students or parents/guardians in private conversations, private photo exchanges, etc. on any app, website, social media, or electronic devices. If you have questions about appropriateness, ask your school personnel before engaging in this. This is not an area you want to mess up on.

If you receive a request from student to “friend,” connect or communicate through a personal social media site, please decline the request. Here is a recommended response that you can adapt to your situation. Please cc: your cooperating teacher and supervisor in the process.

"Please do not be offended, but I cannot accept your request (or respond further to this personal email, etc.). As a teacher, I need to communicate through the school’s __________ (email, website, LMS such as “Canvas”, etc.) which can be found at ____________. Thank you for understanding."

Children and adolescents can experience, both inside and outside of school, events that cause them or adults concern. To protect the safety and well-being of you, as our candidate, and the children/adolescents, you should be knowledgeable of school policies and reporting procedures as well as participate in trainings on topics such as suicide awareness (as required by the state) and bullying. In general, if you observe or suspect any child behavior that is worrisome, problematic or questionable, alert immediately your cooperating teacher and principal, as well as university supervisor. The best way that you can help a student is by alerting the appropriate authorities who can help. You are not trained to do anything more than that.

Other situations require that you keep your doors “open” (according to school policy) and keep colleagues alerted and close by. Minimize putting yourself into any circumstance that could be a he-said/she-said position (whether this is with students or parents). Keep your cooperating teacher and administrator in the loop, whether it is to report good things or if anything is not feeling right. Your cooperating teacher and administrator may know
more about the history of a particular individual or parent than you do and can provide valuable guidance.

*Calendar/Vacations/School Closings*

It is the policy of IPFW that candidates will follow the calendar of the respective school corporation. Fall teacher candidates will report the first Teacher Day of the school corporation. Spring teacher candidates will report the first day back from break and also will honor the corporation’s spring break.

If the school should experience a delay or early dismissal due to, for example, fog, snow, emergency shut down, etc., notify the University Supervisor via email immediately.

Your student teaching will end, though, with the IPFW academic semester.

*Family Responsibilities*

Child care or family responsibilities should not affect the teacher candidates’ arrival time or departure time or their responsibilities during the school day. However, it is recognized that emergencies do arise and they are expected to be handled in a professional manner.

*Absences*

Working in educational settings can often result in acquiring illnesses. While there is no formal number of approved absences (e.g., sick or personal days) provided to all teacher candidates, missing three or fewer days will be accepted. Such absences should be rare and reported immediately.

**3-STEP PROCEDURE FOR REPORTING ABSENCES**

1. **Notify the school office by 6:15 a.m.** if Student Teacher is going to miss a day.

2. **Notify the Cooperating Teacher and University Supervisor** via phone, text and/or email about the absence.

3. **Fill out the “Reporting Student Teacher Absences” form** on our IPFW student teacher website, following the tab labeled “Student Teaching Forms” which is located in the main body of the following URL. Then select “Reporting Student Teacher Absences”.


If an absence results in missing of a fourth day of student teaching, the University Supervisor and Cooperating Teacher may meet to discuss the situation and possible
solutions (e.g., extending the experience) and make a recommendation accordingly to the Academic Coordinator of Student Teaching. Teacher Candidates who fail to notify all parties of absences raise concerns about professional behavior. While rare, excessive absences may result in the school district seeking termination of the student teaching experience.

All Teacher Candidates may need to miss at least one 1/2 day of teaching (in addition to scheduled seminars) in order to take the pedagogy test required for licensure. Currently, this test is only offered through Ivy Tech Community College’s testing center and they do not offer evening or weekend hours. Teacher candidates should schedule their test at least 2 weeks in advance. Thus, they should communicate the date/time to everyone at least 2 weeks in advance.

**Substituting:** Teacher Candidates may **not** act as a paid substitute if the Cooperating Teacher is absent. They also may **not** act as an unpaid substitute.

Candidates may maintain leadership of the class if the Cooperating Teacher is absent for a brief time during part of a day and there is a teacher-in-charge who is an employee who is ultimately responsible.

If the cooperating teacher is absent more than a day, the principal needs to have a designated teacher-in-charge who is an employee who is IN THE TEACHER CANDIDATE’S CLASSROOM FULL-TIME. Candidates should not be used as unpaid laborers.

*Candidates shall not be an employee of the district or under contract, while student teaching. They may not receive any payment from the school during the student teaching experience (this includes coaching or other extracurricular activities).*

**Grading**

The evaluation of the teacher candidate is a shared responsibility involving the Cooperating Teacher, the teacher candidate, the University Supervisor, and the Academic Coordinator. Though each of these individuals is expected to make a contribution to the evaluation of student teaching performance, it is the Academic Coordinator of Student Teaching who is charged by the university with final authority and responsibility for assigning the grade. Student teaching is graded on an S/F basis. A “Satisfactory” grade is based on the successfully completion of two key assessments as well as performance-based assessments completed by the Cooperating Teacher and the University Supervisor. Finally, any online components related to Student Teaching Seminars need to be completed satisfactorily.

Candidates are expected to successfully complete two key assessments: (1) the Impact on Student Learning and (2) the Video & Analysis key assessment. The policy for successful completion of those assessments is similar to the other key assessments completed prior to the Student Teaching semester. In other words, you can have one criteria area on the
rubric evaluated as “U” and still be considered as “passing” that particular Key Assessment. If you have 2 or more criteria evaluated as “U,” you will have one opportunity during the current semester to redo that assessment for your personal learning (i.e., the data will not be entered into TaskStream). The exception to this policy is described below for the Cooperating Teacher and University Supervisor FINAL evaluations. The faculty member who grades your key assessment will assist you regarding those areas deemed unacceptable. If you do not improve your performance to meet the “passing” criteria described previously, you will not be able to move on in the program until that assessment is remediated during the next semester (this is in accordance with the May 2012 120 credit bingo sheet).

Teacher candidates’ performance in the classroom is evaluated based upon standards for both pedagogy and content knowledge and use a rubric with columns to indicate target, acceptable, and unacceptable performance. For the Cooperating Teacher and University Supervisor FINAL evaluations completed during Student Teaching, you can pass the assessments by having one criteria area on the rubric evaluated as “U”. Having 2 or more criteria evaluated as “U” would mean that you would receive an “I” in the ST course (e.g., EDUC M425 or M428) and an “F” in EDUC M501. You would need to remediate by repeating part or all of the Student Teaching experience. A repeat of student teaching will take place in a future semester as well as in a different school district. The teacher candidate will be required to pay any fees for that semester. (Purdue University, grades A through F are used to designate the teacher candidate’s performance. A grade of C or better meets satisfactory performance).

Prior to Student Teaching: Placement Introduction

Prior to the start of student teaching, the teacher candidate should make contact with the Cooperating Teacher and principal.

Placement Introduction Checklist

- Contact the teacher and arrange a convenient time to meet. Call or email the teacher at school.

- At the meeting with the teacher: Exchange phone numbers, emails, and addresses.

- Confirm with the Cooperating Teacher the first day to report to school. DO NOT ASSUME THAT THE DATES ON THE CONFIRMATION SHEET ARE ACCURATE.

- Determine whether or not to meet again with the Cooperating Teacher before student teaching begins.

- Pick up any supporting materials to be used, i.e., teacher editions of textbooks, workbooks, planning overviews, websites, etc.
• You are responsible for all parts of the curriculum, courses, subjects, or units that your Cooperating Teacher is responsible for.

• Request classroom rules, guidelines for discipline, and the school’s student handbook or rules.

• Confirm security procedures (keys, badges and parking etc.). Also, obtain a copy of the faculty handbook and/or department policies (for secondary teachers). See Phase I for further ideas regarding school orientation.

Important Contact Information

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher’s name:</td>
<td>email:</td>
</tr>
<tr>
<td></td>
<td>phone:</td>
</tr>
<tr>
<td>School Secretary’s name:</td>
<td>email:</td>
</tr>
<tr>
<td></td>
<td>phone:</td>
</tr>
<tr>
<td>Principal’s name:</td>
<td>email:</td>
</tr>
<tr>
<td></td>
<td>phone:</td>
</tr>
<tr>
<td>University Supervisor’s name:</td>
<td>email:</td>
</tr>
<tr>
<td></td>
<td>phone:</td>
</tr>
<tr>
<td>Director of EPIC:</td>
<td>Jim Beard</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:beardj@ipfw.edu">beardj@ipfw.edu</a></td>
</tr>
<tr>
<td></td>
<td>481-4100</td>
</tr>
<tr>
<td>EPIC Office Secretary:</td>
<td>Melinda Woods</td>
</tr>
<tr>
<td>Academic Coordinator of Student Teaching:</td>
<td>Dr. Alice Merz</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:merza@ipfw.edu">merza@ipfw.edu</a></td>
</tr>
<tr>
<td></td>
<td>481-6444</td>
</tr>
</tbody>
</table>

**woodsm@ipfw.edu**

481-6449
SECTION II

Student Teaching Experience

Pathways to Student Teaching

The Department of Educational Studies (DES) offers two pathways through student teaching. The first pathway is described as the “traditional” model. Along this pathway, the teacher candidate slowly progresses toward full control of the classroom. The second pathway is described as the “co-teaching” model. Along this pathway, the teacher candidate and the Cooperating Teacher work as a cohesive unit, sharing responsibilities and working together to teach the class. Each model has its own unique advantages. School district leaders may choose which model they would like to implement. If there is no preference at the district level, then the decision is passed along to the principal of a cooperating school, and then finally to the Cooperating Teacher.

School Orientation

Orientation to the school community is critical to the teacher candidate’s comfort, confidence, and ultimate success in student teaching. The teacher candidate and Cooperating Teacher share responsibility in the acclimation and induction process. Ongoing communication through orientation and phasing-in will set the foundation for success in the student teaching experience.

Teaching Responsibilities Checklist

- Appropriate instructional materials including textbooks and supplemental resources
- Lesson plan expectations
- Community resources to enhance instruction
- Parent nights, open houses, faculty meetings, department meetings, committee meetings
- Duties (bus, hallway supervision, lunch supervision)

School Policies and Procedures Checklist

- School’s Student Handbook (discipline and attendance policies, writing passes etc.)
- Teacher Handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, i.e., fire drills, school nurse procedures, universal precautions)
- Computer accounts, lunch accounts, parking pass information
- Tour of the building and security measures

**Classroom Policies and Procedures Checklist**
- Classroom rules and management plan (discipline referral procedures)
- Recording absent and tardy students

**Instructional Resources Checklist**
- District and school websites
- State standards for the course or grade level
- Media center, computer labs, and technology coordinators
- Computer use expectations

**Community and Student Needs Checklist**
- General socioeconomic and cultural background of the student population
- After school student activities and opportunities for teacher candidate involvement
- Parent involvement in the school, expectations to communicate and work with parents
- Allergies or specific health/participation restrictions of any students
- Responsibilities to special need students in class
- Student reading levels and available support

**Student Teaching Phases**

The student teaching experience should follow a natural progression of increasing teacher candidate immersion into the full responsibilities of a teacher. The following graphic representations are a guide based on a 16-week, or a 10-week plus 6-week placement. It is important to note that this only serves as a guide. Specific lengths and activities of each phase will be determined collaboratively by the student teaching triad. All members of the triad will evaluate the student teaching experience.
Pathway #1: The Traditional Model

Graphic guide for 16 week placement

10 Weeks for Art, Music, Early Childhood, and Special Education
Traditional Model: PHASING IN

The primary phasing in time will be with the assigned Cooperating Teacher. This period allows the teacher candidate to become familiar with the set expectations of the class and students. It also allows the teacher candidate time to reflect with the Cooperating Teacher on practices and communicate important issues regarding the expectations of the teacher candidate.

Traditional Model Phase II: Participation and Instruction

This phase of student teaching is vital towards growth and development as a teacher. It provides necessary immersion into the classroom teaching experience. The two aspects of Phase II-- participation and instruction---will vary in duration and intensity. Midterm evaluations will be conducted during this phase. The Teacher Candidate Evaluation (completed by both Cooperating Teachers and University Supervisors) and the Conceptual Framework: A Learning and Leadership Model Evaluation (completed by the Cooperating Teacher) will serve as the main evaluative tools for student teaching. Set aside time to discuss the evaluations, efforts and successes, and identify areas for improvement. When necessary, collaborate with the University Supervisor to create a Teacher Candidate Improvement Plan that will identify what needs to be improved.

PARTICIPATION

Once familiar with the classroom, the teacher candidate will begin working collaboratively with the Cooperating Teacher. This includes a wide variety of possible activities, ranging from tutoring with individual pupils, to working with small groups, to co-teaching the whole class. It also can include such tasks as grading, preparing resources, developing lesson plans, etc. Participation is planned and executed within the context of enabling the teacher candidate to assume full instructional responsibility.

INSTRUCTION

Full instructional responsibility demands total commitment on the part of both the teacher candidate and the Cooperating Teacher. The teacher candidate should expect to commit the necessary time and resources for student learning with the help of the Cooperating Teacher. The Cooperating Teacher should allow some flexibility in planning for the teacher candidate making sure that student learning remains the top priority. The Cooperating Teacher remains the final authority in terms of students’ academic progress. Discussion, phasing schedule, observations, reflections, and constant feedback from the Cooperating Teacher are a vital for the triad to work well.

A minimum of seven weeks of full immersion is required to provide the experience necessary for the development of the teacher candidate. It is recommended that whole group instruction represent 70% of the total student teaching experience. REMEMBER the Cooperating Teacher is still the only person in the classroom both legally and contractually responsible for the instruction and learning in the classroom.
Traditional Model Phase III: Phasing Out.

The final phase of student teaching should conclude the student teaching experience with the following activities:

PHASING OUT TRANSITION
1. Gradual transition of instructional and non-instructional responsibilities from the teacher candidate back to the Cooperating Teacher.

2. Preparation of the pupils for the departure of the teacher candidate.

3. Returning instructional materials, keys, parking pass, grade book, grading, and any other items assigned by the Cooperating Teacher.

4. OBSERVATION (optional)

   May complete a few observations of teachers in and out of the grade level or content area in your current school building.

   Look into other types of activities/professionals in the school to gain insight into the whole school environment: counseling office, special education classes, club activities, athletics, etc.

   Observation has to be completed in the building in which you are currently student teaching and at the appropriate level. For example, a middle school placement should not be visiting the elementary section of a school, etc..

5. Wrap-up for self

   Discuss the student teaching final evaluation with the Cooperating Teacher and University Supervisor.

   Study the observations completed by the Cooperating Teacher and University Supervisor.

   Meet with the principal, if possible to discuss the expectations of the teaching profession.

   Prepare a personal development plan to address areas for continued growth in preparation for seeking employment as a teacher.
Pathway #2: 

The Co-teaching Model 

The co-teaching experience should result in a seamless integration of the teacher candidate into the daily classroom routine of the Cooperating Teacher. The teacher candidate will equally share instructional responsibilities, conducting whole group, small group, and one on one instruction. The intent of the co-teaching model is to allow the teacher candidate to develop the instructional habits of mind required for successful teaching without detaching the Cooperating Teacher from the class. The following graphic representations are a guide based on a 16-week, 10-week and 6-week placement. It is important to note that this only serves as a guide. Specific lengths and activities of each phase will be determined collaboratively by the student teaching triad. All members of the triad will evaluate the student teaching experience.

10 Weeks for Art, Music, Early Childhood, and Special Education
Co-Teaching Phase I: Phasing-in

The phasing in will be with the assigned Cooperating Teacher. This phasing in period allows the teacher candidate to become familiar with the set expectations of the class and students. It also allows the teacher candidate time to practice and reflect with the Cooperating Teacher on both of their practices and to communicate important issues regarding the expectations of the teacher candidate.

Co-Teaching Phase II: Parallel Teaching

This phase of student teaching is vital towards growth and development as a teacher. The teacher candidate and the teacher participate in collaborative lesson planning and teaching, with the instructional responsibility and classroom leadership split equally. One week during this phase, the Cooperating Teacher should allow the teacher candidate to have complete control over the classroom. Midterm evaluations will be conducted during this phase. The Teacher Candidate Evaluation (completed by both Cooperating Teachers and University Supervisors) and the Conceptual Framework: A Learning and Leadership Model Evaluation (completed by the Cooperating Teacher) will serve as the main evaluative tools for student teaching. Set aside time to discuss the evaluations, efforts and successes, and identify areas for improvement. When necessary, collaborate with the University Supervisor to create a Teacher Candidate Improvement Plan.

PARTICIPATION

Once familiar with the classroom, the teacher candidate will work collaboratively with the Cooperating Teacher. This includes a wide variety of possible activities, ranging from tutoring with individual pupils, to working with small groups, to co-teaching the whole class. It will include such tasks as grading, preparing resources, developing lesson plans, etc. Participation is planned and executed within the context of enabling the teacher candidate to assume full instructional responsibility.
**INSTRUCTION**

Full instructional responsibility demands total commitment on the part of both the teacher candidate and the Cooperating Teacher. The teacher candidate should expect to commit the necessary time and resources for student learning with the help of the Cooperating Teacher. The Cooperating Teacher remains the final authority in terms of students’ academic progress. Discussion, phasing schedule, observations, reflections, and constant feedback from the Cooperating Teacher are a vital for the instruction component.

A minimum of seven weeks of full parallel teaching is required of the teacher candidate. REMEMBER the Cooperating Teacher is still the only person in the classroom both legally and contractually responsible for the instruction and learning in the classroom.

**Co-Teaching Phase III: Teach and Assist**

The final phase of student teaching should conclude the student teaching experience. The teacher candidate will still play an active role in the classroom, but will start to phase out of their teaching role at the direction of the cooperating teacher.

**TRANSITION**

- Gradual transition of instructional and non-instructional responsibilities from the teacher candidate back to the Cooperating Teacher.

- Preparation of the pupils for the departure of the teacher candidate.

- Returning instructional materials, keys, parking pass, grade book, grading, and any other items assigned by the Cooperating Teacher.

**OBSERVATION** - (optional)

Optional - may complete a few observations of teachers in and out of the grade level or content area in your current placement building.

Look to other types of activities/professionals in the school to gain insight into the whole school environment: counseling office, special education classes, club activities, athletics, etc.

Observation has to be completed in the building in which you are currently student teaching and at the appropriate level. For example, a middle school placement should not be visiting the elementary section of a school, etc.
Wrap-up for self

• Discuss the student teaching final evaluation with the Cooperating Teacher and University Supervisor.

• Analyze the observations completed by the Cooperating Teacher and University Supervisor.

• Meet with the principal, if possible to discuss the expectations of teaching profession.

• Prepare a personal development plan to address areas for continued growth in preparation for seeking employment as a teacher.

The Continuity Model (by invitation)

Both of the student teaching pathways can be used in the Continuity model is available within the Department of Educational Studies. With a Continuity model placement, a student completes some or all field experiences and student teaching in multiple assignments within the same school, thereby becoming a full member of that school community over an extended period of time. For high need schools in particular, the Continuity option enables the school to help develop teacher candidates who are fully prepared to meet the challenges of that high need school.

The Continuity model agreement between the P-12 school and IPFW is intended to be mutually beneficial to both institutions and to the IPFW student. Therefore, care is taken to identify IPFW students most likely to be successful in this model and to clarify expectations for the IPFW student's experience. The Department will also take into account a variety of other factors related placements.
SECTION III

Guiding Frameworks and Standards

The Departments of Educational Studies and Professional Studies are committed to the following Conceptual Framework for our programs:

Transformative scholar-practitioners are broadly defined as leaders in education and public policy who weave between research and practice, and theory and experience, constantly working within communities to foster learning and a just, democratic society. Graduates of our programs use their strong foundation of knowledge of content, methodologies, and exemplary practices as well as their habits of mind to critically reflect on those components. They advocate for public policies and practices that benefit the people they serve, the community, and their professions while striving to build a more just, inclusive, democratic community, and to expand and strengthen public voice and identity.

Specifically, the departments strive to prepare future leaders who thoroughly understand, consciously apply, and intentionally use democracy and community, habits of mind, and advocacy in their professional endeavors. We define those concepts as:
1. Democracy and Community

Transformative scholar-practitioners need to be a part of a dynamic, diverse professional community. They actively explore what it means to live and participate in a diverse, just, and global world. They use that knowledge to inform effective practice which demonstrates their respect for and valuing of our multicultural, multilingual, and multi-abled society. Through this they work towards developing communities that are more cognizant of and compassionate toward democratic encounters over moral, cultural, social, political and economic differences. Consequently, the departments support transformative scholar-practitioners who strive for and create democratic, just, inclusive communities.

2. Habits of Mind

Transformative scholar-practitioners develop more powerful cognition and action through their strong knowledge of content, methodologies, and exemplary practices. However, they realize that such knowledge alone is not sufficient. They practice critical thinking and reflection as they explore the reciprocal relationship between scholarship and practice. Within the context of a compassionate, caring community, transformative scholar-practitioners foster habits of minds such as investigating, inquiring, challenging, critiquing, questioning, analyzing, synthesizing, and evaluating. They view such habits of mind as necessary for engaging students, clients, community members, and the public in the process of teaching and learning. Consequently, the departments foster transformative scholar-practitioners who integrate critical habits of the mind in all aspects of their professional work.

3. Advocacy

Transformative scholar-practitioners develop and support the rights of students, clients, and community members as they advocate for the people they serve and the profession. They cultivate professional, public visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and the profession while inspiring their colleagues to do likewise. Transformative scholar-practitioners resolve professional and ethical challenges through the convergence of knowledge, theory, and practice. Consequently, the departments facilitate transformative scholar-practitioners’ development as professional and community advocates.

Education Departments’ Mission Statement

To prepare professionals in teaching, counseling and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

- Becoming more caring, humane, and functional citizens in a global, multicultural,
democratic society.

- Improving the human condition by creating positive learning environments.
- Becoming change agents by demonstrating reflective professional practice.
- Solving client problems through clear, creative analyses.
- Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research.
- Utilizing interdisciplinary scholarship, demonstrating technological, and critical literacies, and effectively communicating with all stakeholders.

**State and National Standards**

Candidates are required to demonstrate understanding of the content they teach and apply pedagogical and instructional strategies that enhance children and adolescent’s engagement with that content. The Indiana Department of Education provides both developmental standards and content standards for all teachers, in all content areas within our state. You can learn more about them at [http://www.doe.in.gov/improvement/educator-effectiveness/repas-teacher-standards](http://www.doe.in.gov/improvement/educator-effectiveness/repas-teacher-standards).


In addition, the state also sets out standards for what children and adolescents should be learning in p-12 classrooms. Those standards can be found at [https://learningconnection.doe.in.gov/Standards/About.aspx?art=1](https://learningconnection.doe.in.gov/Standards/About.aspx?art=1)

As a new professional, in a time of transition, you are expected to understand and apply the Indiana Academic Standards.
SECTION IV

Triad Responsibilities

Cooperating Teacher’s (CT) Responsibilities

CT’s Responsibilities to all students:

• You, as the CT, will want to prepare your students for the teacher candidate’s arrival. Create an atmosphere where the teacher candidate feels part of the classroom community.

• The final authority for the classroom student’s academic progress rests with you, the Cooperating Teacher. If the student teaching experience is detrimental to students based on observations, documentation, and discussions with the University Supervisor, the student teaching experience should be terminated.

CT’s Responsibilities to the teacher candidate:

• Acquaint the teacher candidate with school policies and procedures. Introduce the teacher candidate to faculty, staff, school, and local communities.

• Define the extent of the teacher candidate’s authority and responsibilities.

• Throughout the student teaching experience, engage the teacher candidate in discussions of their professional standards and how those standards become meaningful in practice.

• Demonstrate and provide a variety of effective teaching management and discipline techniques.

• Communicate regularly, review lesson plans, observe teaching and teacher/student interaction, and provide ongoing feedback with the teacher candidate.

• Observe the teacher candidate on a regular basis.

• Provide verbal and/or written feedback of each observation.

• Arrange to observe all subjects/periods for which the teacher candidate is responsible.

• Use written summaries to help facilitate growth and development.
• Keep an individual file of the teacher candidate’s progress.

• E-mail the Cooperating Teacher’s midterm evaluations to both the Student Teaching Office and teacher candidate by due date on calendar.

**CT’s Responsibilities to the University Supervisor:**

• Communicate frequently with the University Supervisor to support and evaluate the teacher candidate.

• Report successes and any concerns about the teacher candidate to the University Supervisor.

• Share the midterm and final evaluations with the University Supervisor and the teacher candidate as a way to support growth and development.

**CT’s Responsibilities to the student teaching program:**

• Complete appropriate administrative paperwork.

• Become familiar with the University expectations of teacher candidates and the assessment forms.

• Complete the assessments of the teaching experience at the midterm and at the conclusion of the teaching experience. Participate actively in the associated conferences with the teacher candidate. For any areas marked “unacceptable” at the midterm, contact the University Supervisor for joint discussion of the interventions needed to build teacher candidate proficiency.

• Report concerns or amazing successes regarding your student teacher to the University Supervisor, or Academic Coordinator of Student Teaching. Please do not wait. The sooner that you can give us a heads-up, the sooner we can help if there are concerns.

**University Supervisor’s (US) Responsibilities**

The University Supervisors are essentially specialists in education and in their individual academic areas. Many have taught for a number of years in the public schools and have visited a variety of classrooms. A University Supervisor will be assigned to every IPFW teacher candidate. The University Supervisor is a link between the cooperating school and the University. The teacher candidate, the Cooperating Teacher, and the University Supervisor function as a triad team as they work to implement effective learning procedures and create professional working relationships. They will observe, evaluate, and confer with each teacher candidate and
Cooperating Teacher. The University Supervisor recognizes that the primary responsibility of the Cooperating Teacher is to provide an effective learning situation for the students. If the activities of the teacher candidate are not conducive to effective learning, the teacher candidate must adjust techniques. In rare cases, if adjustments are not made, the teacher candidate may be reassigned or even withdrawn from student teaching.

US’s Responsibilities to the Teacher Candidate:

- An initial visit to meet the Cooperating Teacher and to see the teacher candidate in his/her school setting should be scheduled during the first two weeks of the student teaching experience.

- A minimum of four observations and assessments of teacher candidates should occur during the student teaching experience. More observations or assessments should occur if the teacher candidate is experiencing difficulty or if all professional standards have not been observed and assessed. To accomplish this, the University Supervisor needs to schedule visits during times when the teacher candidates is engaged in teaching activities so that the professional standards can be observed fully.

- Two observations and assessments should be made prior to the midpoint in the teaching experience. Remaining observations and assessments should be distributed throughout the remainder of the teaching experience.

- After observing the class, the University Supervisor meets privately with the teacher candidate to discuss progress meeting toward meeting professional standards and to offer constructive advice. As part of this advice, the University Supervisor should be able to share some positive things that he/she observed and what else he/she is looking for in the next visit. Because this is a discussion, the teacher candidate should participate and verbally analyze the observation as well. All comments and constructive suggestions should be based on the principle that the University Supervisor is to help the teacher candidate develop and improve as a teacher.

- After each observation of the candidate’s teaching, the University Supervisor will fill out the designated observation form. Copies will be emailed to the candidate and Cooperating Teacher. If you have trouble with these forms or emailing them, please contact the Academic Coordinator.

- At midpoint when the Cooperating Teacher assesses the teacher candidate, any areas marked “unacceptable” will be communicated to the University Supervisor. It is the expectation of DES that the Cooperating Teacher and University Supervisor will jointly identify mechanisms for building teacher candidate
proficiency that demonstrates an “acceptable” meeting of the standards. Assistance is available from the Academic Coordinator and University Supervisor will jointly identify mechanisms for building teacher candidate proficiency that and may include resources from a range of sources.

- LESSON PLANNING

- The final observation and assessment is used to measure overall proficiency of the teacher candidate. It is usually a compilation of what has been observed and the growth that has been made. Many University Supervisors use this as a guide for their letters of recommendation for their teacher candidate. Successful completion of the program requires that the teacher candidate have all standard elements (but one) met at the “acceptable” or “target” level.

**US’s Responsibilities to the Cooperating Teacher:**

- Review the policies, expectations, and administrative tasks of the student teaching experience.

- Communicate and collaborate frequently with the Cooperating Teacher to support and evaluate the student teaching experience.

**US’s Responsibilities to the student teaching program:**

- Communicate with teacher candidates, Cooperating Teachers, and building administrators important information and responsibilities. Develop a collaborative approach to support the student teaching experience.

- Submit the single teaching experiences and final evaluation summary to the EPIC Secretary.

- Report any problems (or amazing successes) with the student teaching experience to the Academic Coordinator of Student Teaching immediately.

- Make sure all necessary paperwork and assessments from all members of the student teaching triad are submitted to the EPIC Secretary in a timely manner.

- Submit an evaluation of the University Supervisor assessment.

**Teacher Candidate (TC) Responsibilities**

**TC’s Responsibilities to the Students:**

Be a good role model to students in appearance, mannerisms, language use, and behavior.

Encourage students to address teacher candidate as Mr., Mrs., or Miss. In
addition, encourage students to learn to pronounce your name.

Get to know students’ interests, abilities, and activities, as well as external and internal stressors.

Handle all personal and student/family information professionally and confidentially.

Be patient with student progress, behaviorally and academically.

**TC’s Responsibilities to the Cooperating Teacher and School:**

- Be prepared for school each day with lesson plans and supporting materials. Make sure that the Cooperating Teacher has these in advance in case you are absent. *Most principals and teachers want these in place before you leave, at the end of the day, if not before.*

- Observe the same daily work schedule of the Cooperating Teacher (at minimum), arrive early and stay late.

- Dress in compliance with local culture and school policy on dress code. Be professional.

- Behave professionally to ensure credibility among your colleagues.

- Follow all school/corporation policies associated with professional conduct, student interaction, and academic responsibilities.

- Volunteer to help with activities when you recognize a need exists, i.e. housekeeping, routine duties, and other ways to help within the class.

- Participate in school-wide events such as teacher meetings, open houses, and other school-based activities.

- Actively seek feedback from the Cooperating Teacher, communicate proactively, and honestly.

- Be open-minded about the policies and procedures of the Cooperating Teacher and the school and respect them; be flexible.

- Ask for help whenever you need it.

- Gain an understanding of the rationale/purpose behind specific lessons, units, and school-wide programs.

**TC’s Responsibilities to the University Supervisor:**

- Be prepared with any requested materials prior to the arrival of your supervisor.
• Treat University Supervisors with the same professional respect as your colleagues in the school setting.

• Actively seek feedback from your University Supervisor, communicate proactively, regularly, and honestly.

• Actively participate in discussion following observations, seeking clarity of professional standards and suggestions for improvement.

• Ask for help from your CT, US, or Academic Coordinator of Student Teaching whenever you need it.

**Forms and Important Paperwork during Student Teaching**

All Student Teaching Forms can be accessed/printed on the Department of Educational Studies website, found at [http://www.ipfw.edu/departments/cepp/depts/educational-studies/student-teaching/](http://www.ipfw.edu/departments/cepp/depts/educational-studies/student-teaching/) (select appropriate tab to find the information you are seeking).

**For: Teacher Candidate**

  Professional Expectations Agreement (download, sign, and provide to Academic Coordinator of Student Teaching at first seminar)

  Midterm Student Teaching Evaluation (complete a self-assessment for use when conferencing with Cooperating Teacher at midterm)

  Final Student Teaching Evaluation (complete a self-assessment for use when conferencing with Cooperating Teacher at final)

  Conceptual Framework Evaluation (complete a self-evaluation for use when conferencing with Cooperating Teacher at midterm and final)

**KEEP the following important documentation**

1. Final Evaluations from both your Cooperating Teacher and your University Supervisor. Many districts require these for your job application. **IPFW does not keep copies of these in your folder. It is your responsibility to keep track of these.**

2. CPR Certification

3. Suicide Prevention Certification
Training information about CPR and Suicide Prevention can be found at the following link

http://www.ipfw.edu/departments/cepp/depts/educational-studies/student-teaching/

Click on tab labeled “Student teaching seminar and other information”

**For: Cooperating Teacher**

The following forms are sent via email, as links. Some districts’ email filters send these to your spam or junk folders. So, please check for that.

- Midterm Student Teaching Evaluation – (this will be sent via email as a Qualtrics survey)
- Final Student Teaching Evaluation – (this will be sent via email as a Qualtrics survey)
- Conceptual Framework Evaluation – (complete at midterm and final; they will be sent via email as a Qualtrics survey)

**For: University Supervisor**

- Evaluation of each Single Teaching Experience
- Final Evaluation – (this will be sent via email as a Qualtrics survey)
- Teacher Candidate Improvement Plan
- Mileage form (reported to Melinda Woods)

**Teacher Candidate Improvement Plan**

**Purpose**

The purpose of the Teacher Candidate Improvement Plan is to outline the steps necessary for successful completion of the Student Teaching experience, for those who need additional support and guidance. It is important that the Teacher Candidate successfully completes the steps identified in the Improvement Plan in order to graduate.

**Procedures**

1. If the Cooperating Teacher is starting to have concerns about the Teacher Candidate, it is vital that they contact the IPFW University Supervisor.
2. It is then vital that the University Supervisor contacts the Academic Coordinator of Student Teaching, Dr. Merz, to talk about the situation and to identify possible next steps.
3. If it is determined by the Academic Coordinator of Student Teaching that an Improvement Plan is needed, then one will be written up for the Teacher Candidate to follow. This may be written either by the University Supervisor or the Academic Coordinator of Student Teaching. It should be written in consultation with the Cooperating Teacher and may include input from the Teacher Candidate.

4. The necessary form may be found at the following link [http://www.ipfw.edu/dotAsset/8bae89f2-065f-4d57-8d8b-e6d29959de2c.pdf](http://www.ipfw.edu/dotAsset/8bae89f2-065f-4d57-8d8b-e6d29959de2c.pdf)

**Secondary Dual Credit Courses**

**Purpose and Procedures**

If a Secondary Teacher Candidate has a period that is dual credit, then the following conditions apply:

1. The Teacher of Record needs to be the one teaching the dual credit high school students.
   a. If this is a designated dual credit section, then the Teacher Candidate will need to notify IPFW that he/she will be teaching in a different class or just assisting the teacher.
   b. If this is a mixed section where some of the students are dual credit and some are not dual credit, then the Teacher Candidate shall use the Co-Teaching Model, such that the Teacher Candidate is teaching the non-dual credit students and the Cooperating Teacher is teaching the dual credit students.
   c. The purpose of this is to meet the requirements stated by the state that dual credit courses need to be taught by teachers with at least 18 hours of master’s credit in the content area.

**LESSON PLANNING**

**Purpose and Procedures**

**ELEMENTARY**

Teacher candidates should provide the following to their University Supervisor and Cooperating Teacher:

During weeks 1-2

- Individual Lessons for each area in charge of (1-2 pages)
- See sample of possible Individual Lesson Plan forms that may be used.

During weeks 2-3
• Unit plan for the week for the area in charge of
• One individual Lesson Plan (like completed in weeks 1-2)

During weeks 3-to end
• Whole day plan outlined
• Individual Lesson Plan to be is observed (up to 2 pages)

If Teacher Candidate is having difficulty planning, then the teacher or university supervisor may recommend which of the 6 lesson plans forms should be used. If difficulties are still present, then an Improvement Plan needs to be implemented to address the issues. This may mean that more details may need to be written into the Lesson Plan.

SECONDARY / MIDDLE SCHOOL
Teacher candidates should provide the following to their University Supervisor and Cooperating Teacher:

During weeks 1-2
• Individual Lessons for each class period or course in charge of (1-2 pages)
• See sample of possible Individual Lesson Plan forms that may be used.

During weeks 2-3
• Content for whole week (i.e., a unit / chapter plan) of classes in charge of
• one individual Lesson Plan (like completed in weeks 1-2)

During weeks 3-to end
• Whole day plan outlined
• Individual Lesson Plan for lesson to be observed (up to 2 pages)

If Teacher Candidate is having difficulty planning, then the teacher or university supervisor may recommend which of the 6 lesson plans forms should be used. If difficulties are still present, then an Improvement Plan needs to be implemented to address the issues. This may mean that more details may
need to be written into the Lesson Plan.

6 SAMPLE LESSON PLAN FORMATS
<table>
<thead>
<tr>
<th>1. General Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
</tr>
<tr>
<td>Objective:</td>
</tr>
<tr>
<td>Dispositions -&gt; Practice / Process Standards:</td>
</tr>
<tr>
<td>IN Academic Standards:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>CONTEXTUALIZATION</td>
</tr>
<tr>
<td>Student Background and Prior Knowledge:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>INSTRUCTIONAL, THINKING, AND ENGAGEMENT STRATEGIES</td>
</tr>
<tr>
<td>Procedures for Teacher</td>
</tr>
<tr>
<td>Activation of Prior Knowledge/Provocation:</td>
</tr>
<tr>
<td>Academic Vocabulary:</td>
</tr>
<tr>
<td>Materials and Safety Procedures (if appropriate):</td>
</tr>
<tr>
<td>Engagement strategies throughout lesson:</td>
</tr>
<tr>
<td>Differentiation:</td>
</tr>
<tr>
<td>Critical Thinking:</td>
</tr>
<tr>
<td>Closure/Transition:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>ASSESSMENT</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>CONNECTIONS &amp; MISCONCEPTIONS/ WEAKNESSES to address</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2. Compare and Connect Lesson Plan*</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Strategy 1</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

What connections are important for student to notice?

<table>
<thead>
<tr>
<th>Supporting students’ thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>What students might say</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

What is the key idea I want to highlight?
### 3. Open Strategy Sharing Lesson Plan*

<table>
<thead>
<tr>
<th>Problems to pose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why I chose this problem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opening the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How might my students solve this problem?</th>
<th>Who solved it this way?</th>
<th>Who should share today?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes to myself about what I am looking for</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other strategies that emerged during the lesson</th>
<th>Who solved it this way?</th>
<th>Who should share today?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closing the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>4. Troubleshoot and Revise Lesson Plan*</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>What is the confusion or misunderstanding we will discuss and revise?</strong></td>
</tr>
<tr>
<td><strong>What is the insight I’d like students to understand?</strong></td>
</tr>
<tr>
<td><strong>Problem context, diagrams, or questions that might be useful to use during the discussion</strong></td>
</tr>
<tr>
<td><strong>Exit ticket</strong></td>
</tr>
</tbody>
</table>
5. Why? Let’s Justify Lesson Plan*

What is the strategy or idea we are targeting in our discussion?

<table>
<thead>
<tr>
<th>What students might say</th>
<th>How I might respond</th>
</tr>
</thead>
</table>

What is the evidence I want the students to come up with?

Supporting students’ thinking
(If students say this...then I may ask them this to work toward stronger justification)
### 6. Define and Clarify Lesson Plan*

<table>
<thead>
<tr>
<th>Question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What new tool, representation, symbol, or vocabulary are we targeting in our discussion? Is this new to the students or are they using it in a new way?</td>
<td></td>
</tr>
<tr>
<td>What problem or task are we working on? How will I support meaning making?</td>
<td></td>
</tr>
<tr>
<td>What difficulties or misconceptions might arise?</td>
<td></td>
</tr>
</tbody>
</table>

STUDENT TEACHING AND FIELD SERVICES

Professional Expectation Agreement

Upon admission to the Teacher Education Program, I __________________________ (type your legal name - not nickname) understand that I have assumed added responsibilities as a pre-professional education student. I am preparing to become a teacher and to assume responsibilities for children’s safety, well-being, development and learning. I agree to do my best in meeting the professional expectations outlined below in all pertinent aspects of my teacher education program.

As a point of information, the State of Indiana has a code of ethical conduct for all teachers in the state (Indiana code 20-6.1-3-7). It is not the intention of the College of Education and Public Policy to define these characteristics; however, local school officials may ask the student to leave the field or student teaching placement for any of the following reasons: Immorality, Misconduct in the office, incompetence, or Willful neglect of duty.

### Professional Expectations

<table>
<thead>
<tr>
<th>Personalized Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>respect the ways in which growth and development in individuals may differ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>develop informed teaching practices through continual study of theory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>respect family and student goals, values and unique identity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Growth and Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>commit to reflective practice and planning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>work towards a learning environment that optimizes student's academic, social, physical, and spiritual well-being</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>promote the privacy and confidential information of all students, their families, and teachers unless required by state/federal law</td>
</tr>
</tbody>
</table>

I understand that as a student in the Teacher Education Program, I may be withdrawn from the program and/or any field placement including student teaching, for failure to comply with these professional expectations. Other disciplinary actions may include, but are not limited to, an administrative alert, an unsatisfactory grade for course or placement, dismissal from the school assignment or student teaching placement, removal from the Teacher Education Program, and/or dismissal from IPFW.

By signing this Electronic Signature Acknowledgment Form, I agree that my electronic signature is the legally binding equivalent to my handwritten signature. Whenever I execute an electronic signature, it has the same validity and meaning as my handwritten signature. I will not, at any time in the future, repudiate the meaning of my electronic signature or claim that my electronic signature is not legally binding.

Signature: ___________________________ Date: ___________________________

Teacher Candidate Name: ___________________________ IPFW ID #: ___________________________