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Student Teaching Handbook



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SECTION I

Overview

Definition of Student Teaching

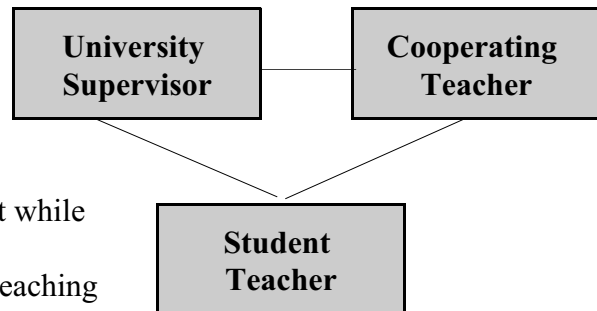
Student teaching is defined as a full day, full time, school-based experience that is supervised by both a certified experienced teacher and a university supervisor. The primary objective of student teaching is to provide the opportunity for acquisition and demonstration of instructional competence with beginning professional educators. The student teaching experience has been carefully designed to be as realistic and as intensive as actual teaching. This involves placing student teachers 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. The extent of actual student teacher or practicum student involvement and the assumption of full class responsibilities 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 student teacher to become a reflective professional. Each member has a specific set of responsibilities outlined in this handbook.

Student Teacher Responsibilities

Student teaching requires a full-time commitment on the part of the student teacher, 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. 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 need not work during the student teaching phase of their program. If it appears that employment is jeopardizing the success of the student teacher's program, the student teacher will be given the option of terminating either employment or student teaching.



Fundamentally, the student teacher must consider oneself and behave as a beginning professional. Student teachers are 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.

Student Teaching Policies

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

Calendar/Vacations

It is the policy of IPFW that candidates WILL follow the calendar of the respective school corporation. FALL student teachers will report the first teacher day of the school corporation. SPRING student teachers will report the first day back from holiday break and also will honor the corporation's spring break.

Family Responsibilities

Child care or family responsibilities should not affect the student teachers' arrival time or departure time or their responsibilities during the school day.

Absences

If a student teacher is going to be late or miss a day due to illness, he/she must notify the cooperating teacher, the university supervisor, and the Student Teaching Office. In other circumstances, the student teacher must seek approval from the Student Teaching Office before considering an absence. If extenuating circumstances occur, the Director of Field Services, the department chair, and potentially the university supervisor and the cooperating teacher will meet to discuss extending the experience and make a recommendation. The student teacher should notify the university supervisor immediately if the school should experience an emergency closing. *Excessive absences of any kind result in an extension of the student teaching experience or termination of the student teaching placement.*

Student Teachers may not act as a paid substitute if the cooperating teacher is absent.

Candidates may maintain leadership of the class if the cooperating teacher is absent for a brief time during the full time teaching period and if the principal designates a teacher-in-charge who is an employee. *Candidates are not an employee of the school or under contract.* They may not receive any payment from the school during the student teaching experience (this includes coaching or other extracurricular activities).

Grading

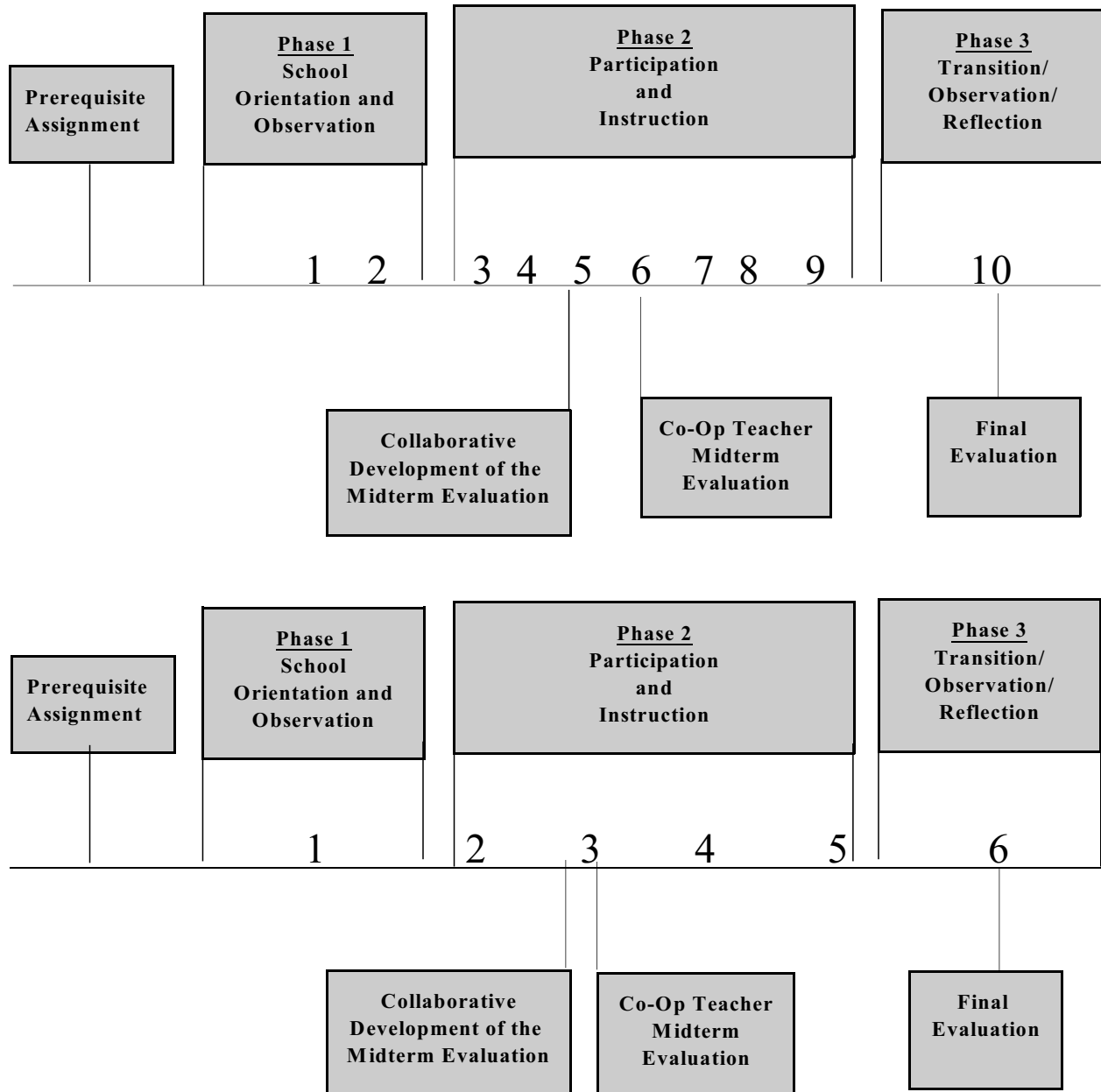
The evaluation of the student teacher is a shared responsibility involving the cooperating teacher, the student teacher, the university supervisor, and the Director of Field Services. Though each of these individuals is expected to make a contribution to the evaluation of student teaching performance, it is the Director of Field Services 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 assessments completed by the cooperating teacher and on the recommendation of the university supervisor. A student will need a cumulative average score on all official student teaching evaluations of a 2.5 to pass student teaching. If a student should receive an "F" (Failure) for the student teaching experience, it would then be necessary for the candidate to repeat the student teaching experience in its entirety as well as pay for any fees for that semester. (Purdue University, grades A through F are used to designate the student teacher's performance. A grade of C or better meets satisfactory performance).

SECTION II

Student Teaching Experience

Student Teaching Phases

The student teaching experience should follow a natural progression of increasing student teacher immersion into the full responsibilities of a teacher. The following graphic representations are a guide based on a 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.

Prerequisite Assignment: Placement Introduction

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

The Prerequisite Assignment: Placement Introduction Checklist

1. Contact the teacher and arrange a convenient time to meet. Call or email the teacher at school.
2. 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 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 student handbook or rules. 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			
Person	Name	Email	Phone
University Supervisor			
Cooperating Teacher			
Principal			
Other Student Teacher			
Director of Field Services	Laura Reynolds	reynoldl@ipfw.edu	481-6178
Secretary, Field Services	Sondra Middleton	middlets@ipfw.edu	481-6457

Phase I: School Orientation and Observation

Orientation to the school community is critical to the student teacher's comfort, confidence, and ultimate success in student teaching. The student teacher and cooperating teacher share responsibility in the acclimation and induction process. Ongoing communication through orientation and observation will set the foundation for success in the student teaching experience.

ORIENTATION

Teaching Responsibilities

1. Parent nights, open houses, faculty meetings, department meetings, committee meetings
2. Duties (bus, hallway supervision, lunch supervision)
3. Computer accounts, lunch accounts, parking pass information
4. Tour of the building

School Policies and Procedures

1. Student Handbook (discipline and attendance policies, writing passes etc.)
2. Teacher Handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, i.e., fire drills, school nurse procedures, universal precautions)

Classroom Policies and Procedures

1. Classroom rules and management plan (discipline referral procedures)
2. Recording absent and tardy students
3. Writing hall passes

Instructional Resources

1. Media center, computer labs, and technology coordinators
2. Computer use expectations
3. District and school websites
4. State standards for the course or grade level
5. Appropriate instructional materials
6. Lesson plan expectations
7. Community resources to enhance instruction

Community and Student Needs

1. General socioeconomic and cultural background of the student population
2. After school student activities and opportunities for student teacher involvement
3. Parent involvement in the school, expectations to communicate and work with parents
4. Allergies or specific health/participation restrictions of any students
5. Responsibilities to special need students in class
6. Student reading levels and available support

OBSERVATION

The primary observations should be with the cooperating teacher. This observation period allows the student teacher to become familiar with the set expectations of the class and students. It also allows the student teacher time to reflect with the cooperating teacher on practices and communicate important issues regarding the expectations of the student teacher.

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. The Conceptual Framework: A Learning and Leadership Model (page 8) will serve as the main evaluative tool for student teaching.

PARTICIPATION

Once familiar with the classroom, the student teacher 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 student teacher to assume full instructional responsibility.

INSTRUCTION

Full instructional responsibility demands total commitment on the part of both the student teacher and the cooperating teacher. The student teacher 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 student teacher making sure that student learning remains the top priority. *The cooperating teacher remains the final authority*

in terms of students' academic progress. Discussion, observations, reflections, and constant feedback from the cooperating teacher are a vital part of the instruction component.

Building the Midterm Evaluation

The process of evaluation is most powerful when it is collaborative. The cooperating teacher and university supervisor will contribute their knowledge and understanding of the teaching and learning process to provide a meaningful tool for the student teacher.

A minimum of four weeks of full immersion is required to provide the experience necessary for the development of the student teacher. It is recommended that “Instruction” or “Full Teach” represent **70-75%** 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.

Phase III: Transition/Observation/Reflection

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

Transition

- ◆ Transition of instructional and non-instructional responsibilities from the student teacher back to the cooperating teacher.
- ◆ Preparation of the pupils for the departure of the student teacher.
- ◆ Returning instructional materials, keys, parking pass, grade book, grading, and any other items assigned by the cooperating teacher.

Observation

- ◆ Complete observations of teachers in and out of the grade level or content area in your current placement building (see specific assigned dates on calendar).
- ◆ 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.

Reflection

- ◆ Discuss the student teaching final evaluation with the cooperating teacher and university supervisor. Review the midterm evaluation, discuss efforts and successes, and identify areas for improvement.
- ◆ Reflect on observations completed by the cooperating teacher and university supervisor.
- ◆ Refine the personal philosophy of teaching and learning.
- ◆ Meet with the principal to discuss teaching.
- ◆ Discuss areas for continued growth and plans to address those areas.

Reflection

This is the most powerful piece for any professional. The ability to reflect and grow may just define a true professional.

SECTION III

Conceptual Framework: A Learning and Leadership Model

We in the school of education are committed to the following conceptual framework for our program:

Democracy and Community Should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.

Habits of Mind Must integrate critical habits of mind in all aspects of the teaching/learning process.

Pedagogy Needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.

Knowledge Should immerse educators in nurturing learning communities that deepen knowledge, and encourage on-going intellectual, emotional, and personal growth.

Experience Must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools into all aspects of the curriculum, and help educators to assess and reflect on those experiences.

Leadership Must provide opportunities for educators to develop as leaders in their profession and in their communities.

School of Education 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:

1. Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society.
2. Improving the human condition by creating positive learning environments.
3. Becoming change agents by demonstrating reflective professional practice.
4. Solving client problems through clear, creative analyses.
5. Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research.
6. Utilizing interdisciplinary scholarship, demonstrating technological, and critical literacies, and effectively communicating with all stakeholders.

SECTION IV

Triad Responsibilities

Cooperating Teacher Responsibilities

To the students

- ◆ Prepare students for the student teacher's arrival. Create an atmosphere where the student teacher feels part of the classroom community.
- ◆ The final authority for the classroom student's academic progress rests with 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.

To the student teacher

- ◆ Acquaint the student teacher with school policies and procedures. Introduce the student teacher to faculty, staff, school, and local communities.
- ◆ Define the extent of the student teacher's authority and responsibilities.

Cooperating Teacher Perspective

"I worked closely with the student teacher each day reflecting on instructional practices and learning. I saw tremendous growth through the instructional part of the experience."

- ◆ 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 student teacher.
- ◆ Observe the student teacher on a regular basis.
- ◆ Provide verbal and/or written feedback of each observation.
- ◆ Arrange to see all subjects/periods for which the student teacher is responsible.
- ◆ Use written summaries to help facilitate growth and development.
- ◆ Keep an individual file of the student teacher's progress.

To the university supervisor

- ◆ Communicate frequently with the university supervisor to support and evaluate the student teacher.
- ◆ Report any concerns about the student teacher to the university supervisor.
- ◆ Collaboratively prepare and present the midterm and final evaluations with the university supervisor to the student teacher to support growth and development.

To the student teaching program

- ◆ Complete appropriate administrative paperwork.
- ◆ Become familiar with the University expectations of student teachers and the assessment forms.
- ◆ Complete the midterm and final evaluations and participate actively in the associated conferences.
- ◆ Submit an evaluation of the student teaching experience.

University Supervisor 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 student teacher from IPFW.

The University supervisor is a link between the cooperating school and the University. The student teacher, 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 student teacher and cooperating teacher.

The University supervisor recognizes that the primary responsibility of the cooperating teacher is to provide an effective learning situation for the pupils. If the activities of the student teacher are not conducive to effective learning, the student teacher must adjust techniques or perhaps be reassigned or even withdrawn from the student teaching.

To the student teacher

- ◆ Visits and observations of student teachers occur at least four times during the student teaching experience. More visits/observations may be required if the student teacher is experiencing difficulty. To accomplish this, the University supervisor needs to be informed as to when the student assumes class teaching responsibilities.
- ◆ The initial visit should occur during the first two weeks of the student teaching experience.
- ◆ An observation should occur prior to the mid-term evaluation.
- ◆ After observing the classes, the University supervisor meets privately with the student teacher to discuss the student's general progress and to offer constructive advice. All comments and constructive suggestions should be based on the principle that the University supervisor is to help the student develop and improve as a teacher.
- ◆ Two observations should be scheduled when the student teacher assumes full responsibility for the classroom prior to the final evaluation.

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.

To the student teaching program

- ◆ Communicate with student teachers, 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 Office of Field Services.
- ◆ Report any problems with the student teaching experience to the Director of Field Services immediately.
- ◆ Make sure all necessary paperwork and assessments from all members of the student teaching triad are submitted to the Office of Field Services in a timely manner.

Student Teacher Responsibilities

To the Students

- ◆ Be a good role model to students in appearance, mannerisms, language use, and behavior.
- ◆ Encourage students to address student teacher as Mr., Mrs., or Mrs.
- ◆ Get to know students' interests, abilities, and activities, and external stressors.
- ◆ Handle all personal information professionally and confidentially.
- ◆ Be patient with student progress, behaviorally and academically.

Student Teaching Perspective

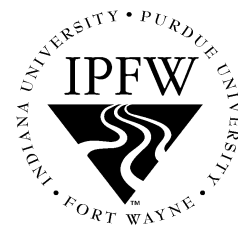
“My Experience was awesome because of my focus on growth. The two other members of the triad were a wealth of information and allowed me to look at my practice in many different ways.”

To the cooperating teacher and school

- ◆ Be prepared for school each day with lesson plans and supporting materials, ensure that the cooperating teacher has these in advance in case you are absent.
- ◆ 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.
- ◆ 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.

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 the midterm and final evaluation process.
- ◆ Ask for help whenever you need it.



Access to Student Teaching Forms

All Student Teaching Forms can be accessed/printed on The School of Education website.

www.ipfw.edu/educ/students/student/forms.shtml

Student Teacher

- [Student Reflection](#) (for use with the Cooperating Teacher's midterm evaluation)
- [Student Reflection](#) (for use with the University Supervisor's Evaluation of a Single Teaching Experience)
- [Student Teaching Experience Record](#) (printable form only)

Cooperating Teacher

- [Midterm Evaluation](#)
- [Final Evaluation](#)

University Supervisor

- [Final Evaluation](#)
- [Evaluation of Single Teaching Experience](#)