



SCHOOL OF EDUCATION



Student Teaching Quick-Start Guide

Dear Teacher Candidates and Supervising Teachers:

Candidates, you are beginning the culminating student teaching experience of your teacher preparation program. The faculty has prepared you well, and it is your responsibility now to learn all that you can from your supervising teacher, university supervisor and all of the staff in your school. Become a part of your classroom, school and the community. Ask questions. Seek constructive feedback.

Student learning is the foremost focus of your efforts; always be mindful of what will work best for each of the students with whom you will be working. Come to know each of them; their interests, strengths, learning preferences. All of the processes involved in the assessment of your growth and abilities during student teaching revolve around the support of student learning.

Supervising teachers, we extend our gratitude for your willingness to be an integral member of the student teaching triad. Student teaching allows candidates to apply all that they have learned from our faculty, and at the same time, to learn from you the practical applications of the theory and knowledge candidates bring. Your work in preparing new teachers is important to each candidate, to the School of Education, and to the profession.

Please take time to review the following support materials and information:

- Collaborative Teaching (pg. 16), which we expect to be integral to the student teaching placement.
- Evaluation Overview (pg. 5), with tips for getting the most from these supports/assessments.

Candidates, you are about to become a member of the most exciting, influential profession: teaching. We have in place a supportive team, including your supervising teacher, university supervisor, SoE faculty and the staff of the Office of Clinical Experiences.

Enjoy!

Office of Clinical Experiences

Contents

Student Teaching Overview	4
Recommended Student Teaching Timeline	5
Support & Evaluation During Student Teaching	6
Structured Observations	6
Midterm Conference	6
Final Conference	7
Classroom Management Self-Assessment/Observation	7
Tips on Observation, Feedback and Reflection	8
Criterion for Passing Student Teaching	10
Student Teaching Policies	11
School Calendars & Observed Holidays	11
Candidate Absences	11
Parameters of Candidate Activities	11
Interruption & Termination of a Student Teaching Placement	12
Code of Student Rights, Responsibilities, & Conduct	13
Accommodations for Teacher Candidates:	13
Primary Triad Member Responsibilities	14
Teacher Candidates	14
Supervising Teachers	15
University Supervisors	16
Uncomfortable/Unsafe Situations	17
Appendix A: Collaborative Teaching	18
Collaborative Teaching Strategies	18
Collaborative Teaching Models	19
Important Student Teaching Resources	20



Student Teaching Overview

Student teaching is the culminating experience during which teacher candidates apply and practice everything they've learned throughout their teacher preparation program. It is full time and consecutive weeks except for school breaks. Candidate experiences will require:

1

Communication & Collaboration

Frequent communication and collaboration between all triad members are paramount to the success of a student teaching placement. Teacher candidates can expect to communicate and collaborate daily with supervising teachers, and frequently with university supervisors, including bi-weekly (minimum) visits.

Observation

2

Teacher candidates will spend some time observing their students, their supervising teacher, and other classrooms/activities. Teacher candidates will also be observed frequently by their supervising teacher and university supervisor, including four structured observations throughout the placement.

3

Professional Immersion

From careful considerations of context, differentiation, and standards in planning, to involvement in and out of the classroom, teacher candidates are expected to fully adopt all of the roles of a practicing teacher. This includes instruction of individuals, small groups, and the whole class; working closely with the supervising teacher in planning, instruction, and assessment with a focus on student learning.

Evaluation

4

Teacher candidates will be formally evaluated at the midterm and again at the end of the student teaching placement. All triad members are expected to complete a midterm and final evaluation form, and then meet as a triad to discuss results.

Recommended Student Teaching Timeline

Weeks 1 & 2:

- First triad meeting (Orientation).
- Exchange contact information and discuss expectations.

1/4 mark:

- University supervisors & supervising teachers first structured observations planned.

1/2 mark:

- Second triad meeting (Midterm Conference).
- Discuss use of collaborative teaching, planning, assessment and reflection.

3/4 mark:

- University supervisor's & supervising teacher's second structured observations take place.

Last week of placement:

- Final triad meeting (Final Conference).
- Confirm completion of requirements.
- Complete survey

Contact the Office of Clinical Experiences for additional support or questions

stuteach@indiana.edu
812-856-8503



Support & Evaluation During Student Teaching

Structured Observations

Using the Structured Observation Form, the supervising teacher and the university supervisor each conduct one structured observation prior to the midterm, and a second following the midterm.

- Teacher candidate is required to provide lesson plan, and desired area of focus for feedback at least one day prior to observation.
- The university supervisor and supervising teacher will each input observation data online (<http://go.iu.edu/3Z6A>). Once submitted, copies of observation will automatically be emailed to all triad members.

Midterm Conference

The midterm conference serves as a status check regarding candidate performance in the first part of the placement, and provides opportunity to set goals for the second half of the placement.

- Prior to the conference, all triad members should look over the midterm evaluation rubrics to determine preliminary scores for each indicator.
- Based on discussion during the midterm conference, the university supervisor will determine official midterm evaluation scores.
- The university supervisor will enter the midterm evaluation scores and conference summary information into the online system and provide copies to the teacher candidate and the supervising teacher.

Final Conference



Assessments of teacher candidates are designed to address their ability to plan, instruct, assess and reflect to maximize student learning.

The final evaluation is a summative assessment. The results of this assessment are used to determine a candidate's readiness as a first year teacher.

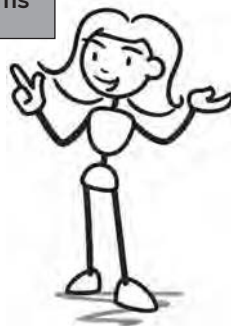
- Prior to the conference, all triad members should look over the final evaluation rubrics to determine preliminary scores for each indicator.

- The official final evaluation scores will be determined by the university supervisor based on discussion during the final conference.
- The university supervisor will enter the final evaluation scores and conference summary information into the online system and provide copies to the teacher candidate and the supervising teacher.

Classroom Management Self-Assessment/Observation

An optional observation that can help a candidate strengthen classroom management through self-assessment or targeted observation and feedback from supervising teacher and/or university supervisor.

Student teaching forms, rubrics, and assessment tools are available at:
education.indiana.edu/stforms



Tips on Observation, Feedback and Reflection

Have a Pre-Observation Discussion

Take a few minutes prior to observations to discuss the areas for which feedback is being sought. Not only does this help the candidate develop critical reflection and a greater readiness to learn in targeted areas of performance, it also gives the supervising teacher a sense of what the candidate is working toward.

Prepare Observation Goals

Candidates should identify specific activities/areas about which they want feedback. Supervising teachers should have a good sense of observation objectives to focus attention and to guide feedback provided. Questions to consider:

- What can the candidate do well? Do they perceive this?
- In what ways might the candidate improve? What do they see as personal challenges? Where are the similarities and differences in perceptions of areas for improvement?
- How can the student teaching rubrics focus supervisor feedback and candidate reflection?
- How can candidates and supervisors make connections to theory and research-based practices?

Ask Probing Questions

Probing questions also can encourage a deeper level of reflection in candidates. Examples include:

- What did the candidate want the children to learn? How does one know if they did?
- What needs changing and how might the candidate make these changes?
- What are their next steps?
- What might have been going on in _____'s mind as the candidate taught? (Choose 2 varied learners)

Use Neutral Phrases

Neutral phrases such as “I noticed ...” or “I wonder ...” when discussing observations can help the candidate think in new ways and make new connections.

Focus

Focusing on one or two areas for improvement may be all the candidate can take in at a given time. Provide specific feedback to focus on by the end of the post-observation debriefing session, and then revisit these areas during the next debriefing.

Put the Rubrics to Work

Each of the student teaching evaluation rubrics (structured observation, midterm, etc.) contain useful tools for providing specific feedback. You can reference a section of these rubrics to think about how candidates will be evaluated as student teaching continues. This also helps see how the rubrics integrate with the overarching goal of supporting student learning.



Criterion for Passing Student Teaching

Final Evaluation Scores

Student teaching is graded on an S/F basis. Teacher candidates earn a “Satisfactory” in their student teaching course based on performance as reported by the university supervisor in the Final Evaluation.

The candidate’s final evaluation **must**:

- have **no scores of ‘1’** on the Final Conference Summary evaluation, **and**
- have **no more than one** score of ‘2’ **in any category** of the Final Conference Summary evaluation.

The student teaching seminar course is also graded on an S/F basis. In order to earn a “Satisfactory” in seminar, teacher candidates must successfully pass assignments.

In cases where a candidate is not completing a seminar course as part of student teaching there may be an additional assignment for the student teaching course.



Student Teaching Policies

School Calendars & Observed Holidays

Teacher candidates **must** follow the calendar of the school district in which they are student teaching. This includes reporting to your placement on the **first teacher day** of the school corporation semester unless an exception has been authorized by the Office of Clinical Experiences.

Candidate Absences

Teacher candidates are expected to fulfill the required number of days for their assignment, making every effort to avoid missing days during the placement. All missed days must be added to the end of the placement, including days missed due to emergency closings that don't have built-in make-up in the school schedule, changing the placement end date. You do not need to make up e-learning days. Excessive absences may result in a termination of placement.

Teacher candidates must call the school office of and the supervising teacher before the start of the school day, and email the university supervisor **ahead of** any tardiness or absence.

Parameters of Candidate Activities

- Candidates may receive payment for involvement with the school within a reasonable time and as allowed by districts policies and procedures.
- If they are not being paid as substitutes (this cannot happen the first 10 weeks of student teaching) they cannot be the sole responsible party for any group of students. In those cases, if the supervising teacher is absent, a principal-designated “teacher-in-charge”, who is employed by the school must be designated.
- Teacher candidates may not administer or witness corporal punishment.
- Teacher candidates may not transport students, visit

students in their homes or in private/alone, and should always conference with students in an open, visible, and accessible place. This includes during extracurricular events, or school-sponsored trips.

- If a teacher candidate suspects child abuse or neglect, he or she is responsible for reporting suspicions promptly using the following protocol:
 1. Prepare written documentation regarding all observations, conversations, or other details that led to suspicion of abuse and/or neglect.
 2. Contact the Indiana Child Abuse and Neglect Hotline at 1-800-800-5556 as soon as possible using the school procedures.
 3. Following this call, contact the Office of Clinical Experiences and assigned university supervisor.
 4. The Office of Clinical Experiences will then contact the respective school principal and/or school administrators, and the IU Safety Office to document.

Important Contacts & Information:

Indiana Child Abuse and Neglect Hotline: 1.800.800.5556

Office of Clinical Experiences: 1.812.856.8503

Additional Information: www.in.gov/dcs/2971.htm

Interruption & Termination of a Student Teaching Placement

If a supervising teacher determines that a student teaching experience is proving detrimental to student learning (based on observations, written documentation, and discussions with University Supervisor), the student teaching experience may be terminated.

Teacher candidates who withdraw or receive an F under these circumstances will require approval from the program director and the UTE leadership team in order to repeat student teaching.

If student teaching is interrupted and the candidate is doing satisfactory work at the time and/or is deemed by the supervisor as benefiting from a remediation plan, a grade of “I” (Incomplete) may be recorded. An arrangement with the Office of Clinical Experiences will be required to remove the incomplete.

Code of Student Rights, Responsibilities, & Conduct

During student teaching, regardless of location, teacher candidates are still held to the *IU Code of Student Rights, Responsibilities, and Conduct*. All students, including teacher candidates, will face serious consequences if this code is violated.

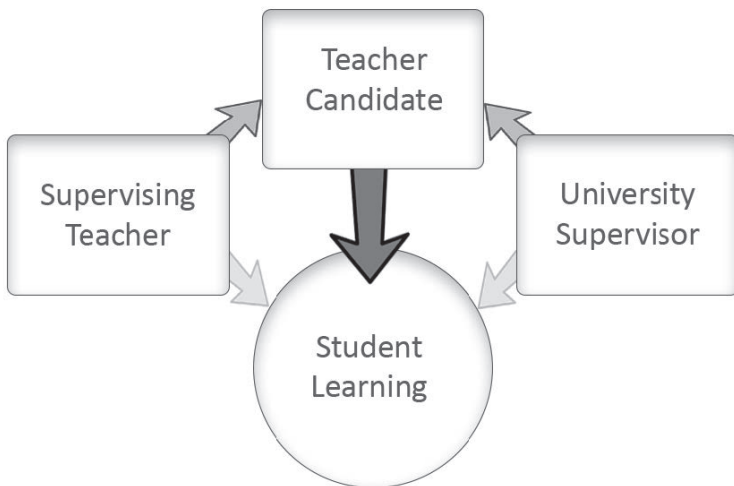
To learn more about the code, visit studentcode.iu.edu.

Accommodations for Teacher Candidates:

If a teacher candidate requires assistance or academic accommodations during student teaching for a disability, they must first contact Accessible Educational Services Eigenmann Hall #001 1900 E 10th St Bloomington, 812.855., prior to the start of their student teaching placement. Once eligibility for services has been determined, **it is the candidate’s responsibility to communicate with the Office of Clinical Experiences about the assistance and/or academic accommodations required, prior to the start of the student teaching experience.** Services will remain confidential, and every attempt will be made to accommodate candidate needs.

Putting accommodations in place may take some time, and the adaptations are not retroactive. It is important to note that the accommodations that are available to teacher candidates during student teaching vary significantly from those students are eligible to receive on campus or for campus courses.

Primary Triad Member Responsibilities



The foundation for success in student teaching rests on the shoulders of all members of the triad, collaborating together with a focus on student learning.

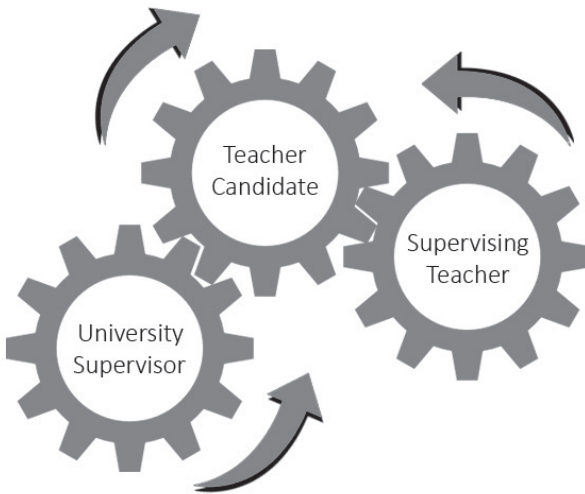
Teacher Candidates

Teacher candidates are expected to behave in all the ways that a professional educator does. Candidates should:

- get to know students as individuals and learners, including their assets — strengths, interests, and needs;
- get to know the school and the greater school community to gain a strong understanding of the Context for Learning;
- have lesson plans and support materials ready in advance of each school day, and ensure that the supervising teacher is aware of and has access to these items;
- collaborate with the supervising teacher to gain approval for any potential changes to the supervising teacher's existing policies and procedures;
- respect the supervising teacher as the final authority in all

classroom-related decisions;

- actively seek constructive feedback and ask questions to gain a better understanding of the rationale behind specific actions, lessons, units, and school programs;
- participate actively in the classroom and in the greater school community;
- and communicate proactively, regularly, and honestly with the other members of the triad group.



Supervising Teachers

Supervising teachers are asked to serve as a mentor to teacher candidates, modeling best practices and coaching the candidate as they develop their practice. Supervising teachers should:

- introduce the teacher candidate to the school community and help create an atmosphere where the teacher candidate can feel part of the classroom and school community;
- communicate and collaborate with the teacher candidate on planning, instruction and assessment using the principles of collaborative teaching to support growth;
- demonstrate and discuss a variety of effective classroom management and discipline techniques. Consider completing the optional Assessment of Classroom Management Observation Form to assist in providing this support.

- observe the teacher candidate formally and informally and in every setting/subject matter for which the candidate is responsible;
- communicate frequently with the university supervisor to support the teacher candidate and address any performance concerns (if relevant);
- complete the required evaluations in a timely manner and participate in triad conferences at the beginning, middle and end of the placement.

University Supervisors

University supervisors provide guidance and support to the teacher candidate and supervising teacher. University supervisors should:

- introduce the teacher candidate and supervising teacher to IU School of Education policies and procedures;
- lead triad meetings and ensure all formal observations and evaluations are completed and recorded;
- visit and observe teacher candidates a minimum of once every two weeks, and arrange to observe all subjects/periods for which the teacher candidate is responsible;
- complete and input the required observations and evaluations in a timely manner, and maintain written documentation on each teacher candidate's progress;
- provide support and guidance regarding professional ethics, employment services and opportunities, and interviews with prospective employers;
- when needed, serve as liaison between teacher candidates, supervising teachers and the School of Education.

What do you do if you are harrassed or find yourself in an uncomfortable/unsafe situation?

If you find yourself in a situation where you are being harassed, or something occurs that makes you feel unsafe, it is important for you to take immediate action:

1. Excuse yourself from the environment. Keep your comments short, and to the point. “Excuse me, I need to go now.” *(If the incident is a school safety issue follow school protocol to shelter, etc... and keep all safe.)
2. As soon as you are safely out of the environment, contact your supervisor, the Office of Clinical Experiences immediately. They will advise you of what steps to take next.
3. Complete a [Bias Incident Report](#) with the SoE.



School of **Education**

Bias Incident Reporting

Fields marked with an asterisk (*) are required.

Community success and safety are a priority at the IU School of Education. If you experience or witness a bias incident, please let us know by completing the form below. We are ready to help.

If you are concerned about the safety or well being of a person, you may complete the form as a concerned party.

If you are experiencing an emergency, CALL 911.

This system is not monitored 24-hours a day. Reports will be acknowledged within 24-48 hours during regular business hours.

Please note: Contact information is NOT required. Anonymous reports are accepted, however it may limit our ability address the incident or concerns reported.

Appendix A: Collaborative Teaching

“By asking (my Supervising Teacher) lots of questions and collaborating, I learned things that went beyond teaching and into simply caring for the job, how to face certain problems and how to keep a level head through it all.”

~Teacher Candidate

Using a collaborative model with shared responsibilities allows teacher candidates to receive greater levels of support and individualized coaching as they develop their practice. For supervising teachers, it provides greater peace of mind, knowing that students will reap the benefits of having two teachers to guide their learn-

ing and increase the likelihood of student success.

Teacher candidates should proactively seek opportunities to collaborate with supervising teachers in planning, teaching and assessment. Candidates are encouraged to ask questions and request feedback throughout the placement.

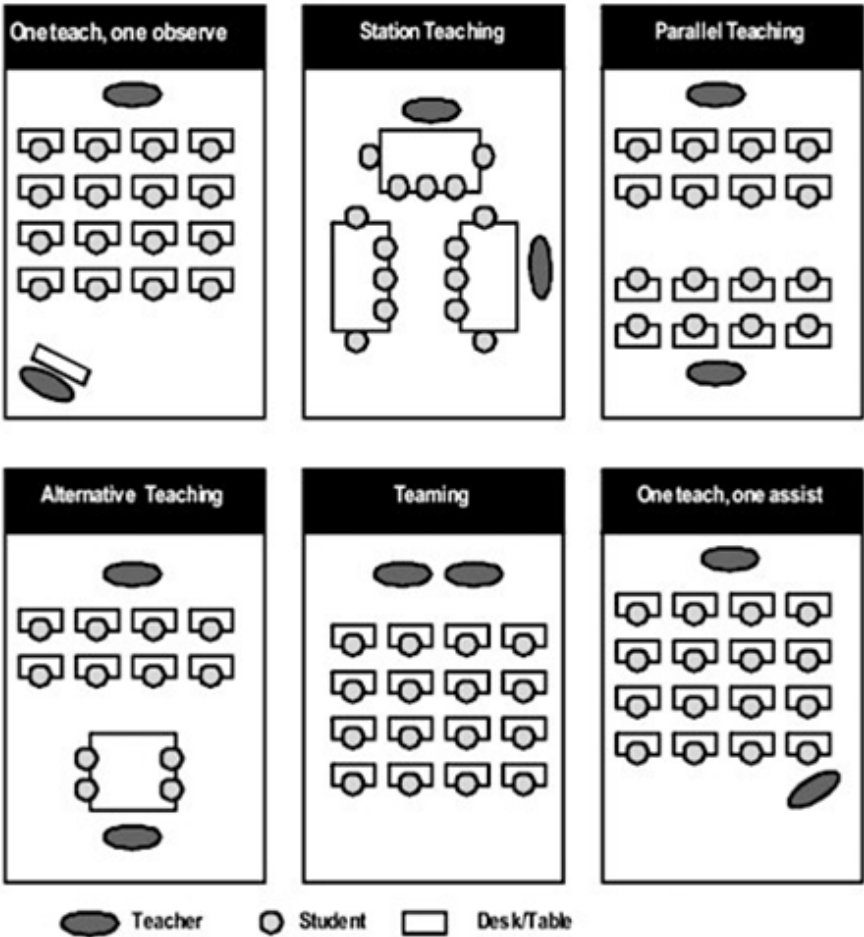
It is important to note that, though collaborative in nature, the supervising teacher is ultimately responsible for students’ academic progress. Therefore, candidates are expected to respect supervising teacher methods and expectations for students as well as this experience. Final approval authority over lessons, methods, and activities within the classroom belongs to the supervising teacher.

Collaborative Teaching Strategies

There are a variety of collaborative teaching methods that can be used over the course of the student teaching placement, as shown on the following page. The first method presented, “One Teach, One Observe,” provides a good place to start using collaborative teaching; however, the strategies are not intended to be hierarchical. It is important for teacher candidates to work with their supervising teachers to plan when and how co-teaching strategies will be implemented. Candidates and supervising teachers are encouraged to use them systematically and intentionally throughout the student teaching placement.

Collaborative Teaching Models

By utilizing a collaborative model with shared responsibilities, teacher candidates receive greater levels of support as they develop their practice. With supervising teachers available to provide individualized modeling and coaching throughout the placement, the candidate can be actively engaged from day one, moving toward full classroom responsibility.



Copyright 2011, St. Cloud University, Teacher Quality Enhancement Center;
 Research Funded by a U.S. Department of Education Teacher Quality
 Enhancement Grant.



SCHOOL OF EDUCATION
CLINICAL EXPERIENCES
Office of Teacher Education

Important Student Teaching Resources

Office of Clinical Experiences

stuteach@indiana.edu

Ph. 812.856.8503, Fax 812.856.8518

Website: <http://go.iu.edu/21EU>

Assessment Forms, Rubrics, Other Resources:

education.indiana.edu/stforms

Enter Structured Observation Data at:

<http://go.iu.edu/21EW>

Career Connections

edcareer@indiana.edu

Ph. 812.856.8577, Fax 812.856.8518

Website: <http://go.iu.edu/21EX>

Teacher Licensing

license@indiana.edu,

Ph. 812.856.8500, Fax 812.856.8518

Website: <http://go.iu.edu/21EY>

