

## SECTION IV

### TRIAD MEMBER RESPONSIBILITIES

#### Student Teaching Policies

**Calendar/Vacations** It is the policy of Indiana University 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 school corporation's spring break.

**Grading** Student teaching is graded on an S/F basis. A "Satisfactory" grade is based on the assessments completed by the supervising teacher and on the recommendation of the university supervisor. If student teaching is interrupted and the candidate is doing satisfactory work at the time, a grade of "I" (Incomplete) may be recorded. Arrangements with the Office of Student Teaching would be required to remove an "Incomplete" grade. If a student should receive an "F" (Failure) for student teaching experience, it would then be necessary for the candidate to repeat the student teaching experience in its entirety.

#### **Student Teachers...**

- May not participate in any job actions (strikes or picketing)
- May not administer or witness corporal punishment
- May not transport any student in their own vehicle
- May not visit students in their homes or in private
- Should always conference with students in an open, visible, and easily accessible place it is best to meet students in small groups
- May not take any unsupervised responsibility for extracurricular events or activities including school-sponsored trips.

**Activity Parameters** Candidates may not act as a paid substitute if the supervising teacher is absent. Candidates may maintain leadership of the class if the supervising 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). *Candidates may not take courses while student teaching, and are strongly discouraged from holding a job.*

**Absences** There are no sick days in student teaching. All student teachers are expected to fulfill the required number of days of their student teaching assignment. Days missed must be made up. However, if a student teacher is going to be late or miss a day, he/she must

notify the school office, the supervising teacher, and the university supervisor. The school should be notified no later than 6:15 am. The supervising teacher and university supervisor must be informed after the school is called. If extenuating circumstances occur, the university supervisor and supervising teacher will meet to discuss extending the experience and make a recommendation accordingly to the Student Teaching Office. If the school should experience an emergency shutdown, notify the university supervisor immediately. *Excessive absences will result in an extension of the student teaching experience or termination.*

**Suspected Child Abuse** It is the responsibility of the student teacher to report suspicions of child abuse. Follow these steps:

1. Take time to write complete notes regarding observations, conversations, etc. that have led to suspicions of child abuse.
2. Report concerns to supervising teacher, counselors, social worker, and/or principal.
3. Together with the individuals above, determine the appropriate way to manage the issue.
4. Advise the university supervisor of the situation.

## University Supervisor Responsibilities

### *To the student teacher*

- Observe and visit each student teacher a minimum of once every two weeks.
- Provide verbal and written feedback following each observation. Each observation will include a minimum of one full instructional session or period.
- Arrange to see all subjects/periods for which the student teacher is responsible.
- Facilitate and participate actively in both the midterm and final evaluation conferences.
- Help facilitate improvement with the student teacher using the Six Guiding Principles of student teaching and/or the M420 Student Teaching Seminar.
- Use written summaries to help facilitate growth and development.
- Keep an individual file of each student teacher's progress.
- Review continuously the Student Teaching Performance Assessment materials. Provide feedback and final grade, if applicable.
- Provide support and guidance with professional ethics, employment services and opportunities, and interviews with prospective employers.
- Recommend the student teacher's final grade for student teaching and seminar (S/F) based on the collaborative work with the supervising teacher.
- Prepare a written summary of the student teacher's performance.
- Gain an understanding of all the university requirements a student teacher must meet, and align expectations so that work is not duplicated

### **University Supervisor Perspective**

**“Cooperatively completing** the midterm evaluation with the supervising teacher and then having that midterm evaluation discussion with all three members of the triad was a powerful learning experience for everyone.”

### *To the supervising teacher*

- Review the policies, expectations, and administrative tasks of the student teaching experience.
- Communicate and collaborate frequently with the supervising teacher to support and evaluate the student teaching experience.
- Collaboratively prepare and present the midterm and final evaluations with the supervising teacher to the student teacher to support growth and development.

### *To the student teaching program*

- Communicate with student teachers, supervising teachers, and building administrators important information and responsibilities. Develop a collaborative approach to support the student teaching experience.
- Submit midterm and final evaluation summary, instructional observation forms, seminar field ratings, and final survey forms to Office of Teacher Education.
- Report any problems with the student teaching experience to the Director of Student Teaching immediately.
- Make sure all necessary paperwork and assessments from all members of the student teaching triad are submitted to the Office of Student Teaching in a timely manner.
- Implement seminar.

## Supervising 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 students' academic progress rests with the supervising 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 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.
- Demonstrate and provide a variety of effective classroom 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 student teacher is responsible.
- Use written summaries to help facilitate growth and development.
- Keep an individual file of the student teacher's progress.
- Provide structured feedback to student teachers using the Instructional Observation form.
- Help facilitate the M420 Student Teaching Seminar for elementary and secondary student teachers.

### *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, complete instructional observations, and help facilitate the student teaching seminar activities and evaluation if applicable.
- Submit an evaluation of the student teaching experience.

#### **Supervising 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.”

## 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., Ms., 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 Teacher 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 supervising teacher and school*

- Be prepared for school each day with lesson plans and supporting materials, ensure that the supervising teacher has these in advance in case you are absent
- Observe the same daily work schedule of the supervising 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 supervising teacher, communicate proactively, and honestly
- Actively participate in the midterm and final evaluation process
- Be open-minded about the policies and procedures of the supervising 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