



SCHOOL OF EDUCATION



Student Teaching **HANDBOOK**

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Dear Student Teaching Stakeholders:

We extend our gratitude to the teachers and supervisors for your willingness to be an integral member of the student teaching triad. Student teaching is an important clinical opportunity for candidates to apply all that they have learned from our faculty, and at the same time, to learn from you about the practical applications of the theory and knowledge candidates bring to student teaching. As a professional educator, your work in the preparation of new teachers is important to each candidate, to the School of Education, and to the profession.

Students' learning is the focus of our teacher candidates' work. All of the processes involved in the assessment of our candidates' growth and abilities revolve around their support of student learning. Thus, this handbook provides an overview of student teaching with a focus on student learning and guides the triad through the collaborative experience.

Enclosed you will find support materials and information about collaborative teaching and our evaluation process. Please take time to review the following materials:

- Collaborative Teaching (Co-Teaching Model), which we expect to be integral to the student teaching placement.
- Triad Members Roles & Responsibilities
 - Teacher Candidate, Mentor Teacher, University Supervisor
- Student Teaching Policies
- Evaluation Forms and Rubrics
 - Structured Observation and Midterm/Final Evaluations
 - Classroom Management Assessment (Optional)

Thank you for your time, for the counsel and practical suggestions that you provide each candidate. You are an important member of the student teaching experience at Indiana University School of Education.

Yours in Education,

Indiana University Office of Clinical Experiences



SCHOOL OF EDUCATION
CLINICAL EXPERIENCES
Office of Teacher Education

Section 1:

Student Teaching Overview

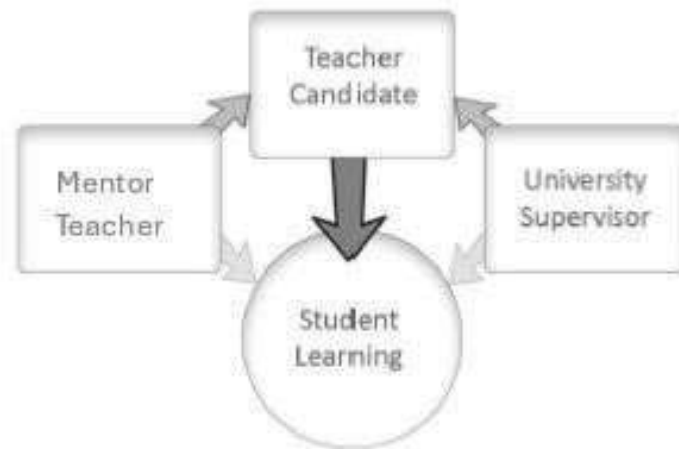
Contents

- ◆ Collaborative Teaching: A Student Teaching Expectation
- ◆ Collaborative Teaching Strategies & Examples

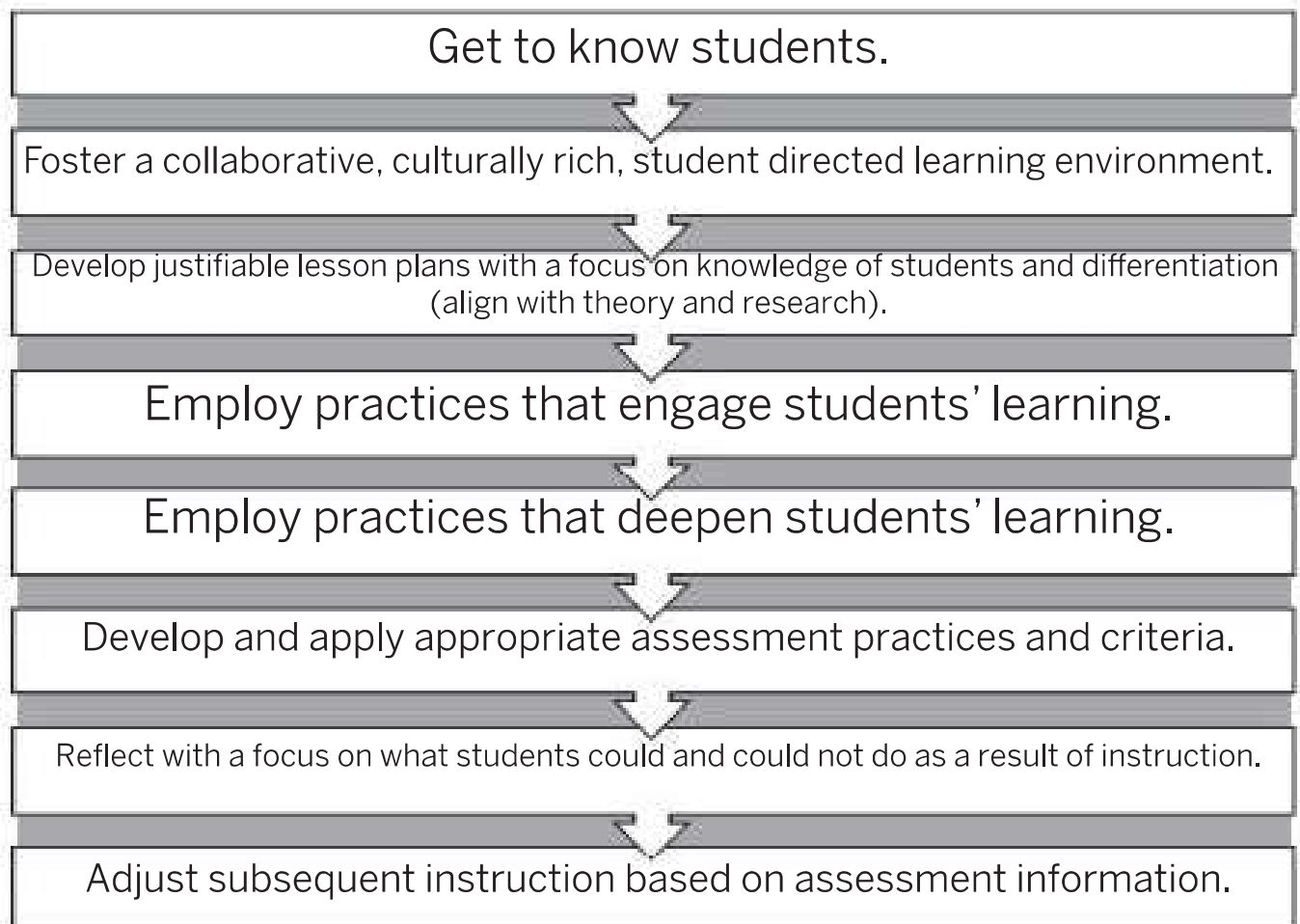


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Collaborative Teaching for Student Learning



Collaboration is the foundation upon which a successful student teaching experience rests; the Mentor Teacher, Teacher Candidate and University Supervisor work together with a focus on student learning. The principles around this collaboration include:



Rationale

Schools of education across the country are moving toward the collaborative teaching model (Heck & Bacharach, 2016)¹. The rationale for this change is multifaceted but one purpose is to increase the support that Teacher Candidates receive during student teaching. Mentor teachers have the unique opportunity to provide individualized modeling and coaching throughout the student teaching experience.

Along with this increased support, the collaborative teaching model provides the opportunity for students in the classroom to benefit from two teachers. This helps assure a high quality of instruction while providing opportunities to differentiate to meet student needs. The movement toward this model also is influenced by the growing expectation in special education and general education that teachers are providing inclusive classroom structures that involve co-teaching in various forms when appropriate.

If these benefits were not enough, in reality, the national accountability movement has also made turning over the responsibility of a classroom to a novice teacher problematic for Mentor Teachers. Increasingly, mentor teachers have expressed interest in collaborative teaching as the preferred model during student teaching as they can maintain a strong connection to the classroom, while guiding and modeling expectations for Teacher Candidates and student learning.

Definition of Collaborative Teaching

According to Heck & Bacharach (2016), the definition of collaborative teaching is two teachers (Mentor Teacher and Teacher Candidate) “working together with groups of students, sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space” (p. 28).

Based upon the collaborative teaching guidelines developed by Cook and Friend (1995)², teaching can take various forms such as one teaches while the other observes or assists; one teaches while the other works with a small group needing extra support or challenge; both teach together or in parallel at different stations; both take turns teaching particular classes, units, or lessons, or leading particular activities; and so on.

Throughout the student teaching placement, the two teachers sit down as often as possible to discuss which lessons should be co-taught. The Teacher Candidate assumes responsibility for planning, instruction, and assessment as appropriate. The Candidate may teach on their own while the Mentor Teacher attends to other duties.

Active Engagement from Day One

With this model, it is expected that the Teacher Candidate is actively engaged at the start of student teaching, even if the placement begins intentionally with the role of observation and/or assisting. The Candidate naturally should move toward more responsibility as the student teaching placement proceeds.

One of the University Supervisor’s roles is to support Mentor Teacher and Teacher Candidates as they navigate this process. Supervisors are available for consultation and support when needed.

Collaborative Teaching Resources

The following pages of this handbook are meant to provide resources to help with the development of a collaborative relationship between the Mentor Teacher and Candidate, while also providing visual reminders around the delivery options for collaborative teaching.

Mentor Teachers and Teacher Candidates are encouraged to use these teaching models systemically and intentionally. However, it may be advantageous to start with the easiest one to implement and then move toward more sophisticated ways to engage in collaborative teaching.

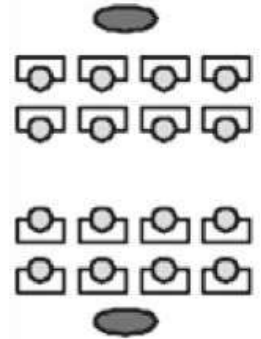
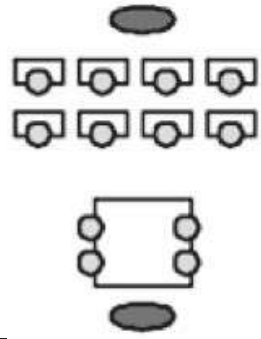
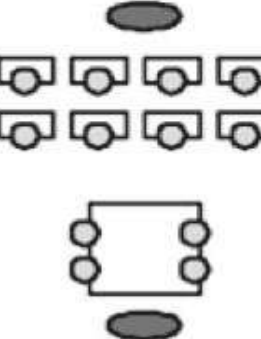
1. Heck, W.H., & Bacharach, N. (2016). A better model for student teaching. *Educational Leadership*, v. 7, n4.

2. Cook, K. & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28(3), 1-17.

Collaborative Teaching Strategies & Examples

Methods	Definition/Example
<i>One Teach, One Observe</i>	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation - where the teacher doing the observation is observing specific behaviors. Example: One teacher can observe students for their understanding of directions while the other leads.
<i>One Teach, One Assist</i>	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
<i>Station Teaching</i>	The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.

The strategies are not hierarchical—they can be used in any order and/or combined to best meet the needs of the students in the classroom. Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education, Teacher Quality Enhancement Grant

Methods	Definition/Example
<i>Parallel Teaching</i> 	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
<i>Supplemental Teaching</i> 	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
<i>Alternative (Differentiated) Teaching</i> 	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
<i>Team Teaching</i> 	Well planned, team taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.

Section 2:

Overview of Triad Responsibilities & Student Teaching Timeline

Contents

- ◆ Summary of Triad Responsibilities
- ◆ Overview of Student Teaching Triad Meetings
- ◆ Summary of Student Teaching Policy



Summary of Triad Responsibilities

Teacher Candidate Responsibilities

Initial Responsibilities:

- Familiarize yourself with information about your student teaching placement, (e.g. internet searches, talking to knowledgeable people, visiting the community, etc.).
- Calling and/or meeting with your teacher, visiting the classroom and school prior to the start of placement.
- Watch for your M420 online course requirements & syllabus to be available--follows IU calendar.

Ongoing Responsibilities

- Know the students as individuals and learners - their strengths, interests and needs. Constantly seek to increase your understanding of the learning context of your student teaching classroom/s.
- Be prepared for school each day with lesson plans and supporting materials, ensure that the Mentor Teacher has these in advance in case you are absent.
- Be a good role model to students in appearance, mannerisms, language use, and behavior. Dress in compliance with local culture and school policy on dress code.
- Be open-minded about the policies and procedures of the Mentor Teacher and the school; be flexible.
- Observe the same daily work schedule of the Mentor Teacher, arrive early and stay late.
- Handle all personal information professionally and confidentially.
- Be patient with student progress, behaviorally and academically.
- 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.
- Gain an understanding of the rationale/purpose behind specific lessons, units, and school-wide programs.
- Prepare for active participation in the midterm and final evaluation process (e.g. self-assess, review structured observation feedback, midterm/final conference rubrics, complete assignment deadlines, have personal calendar ready, etc.).
- Communicate professionally, regularly, and honestly with your University Supervisor and Mentor Teacher; actively seek feedback and support.
- Communicate proactively with your M420 instructor and complete assignments based on guidelines.

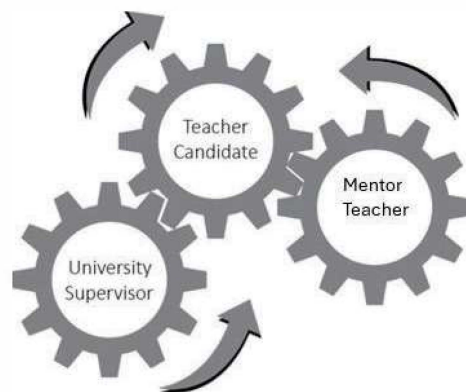
Closing Responsibilities:

- Submit all assignments in a timely manner --including your mini portfolio for M420.
- Complete Final Student Teaching Survey. (You will receive an email toward the end of your student teaching experience with a link and instructions, as well as links provided in the Video Observation Canvas course.)

Mentor Teacher Responsibilities

Initial Responsibilities

- Prepare students for the Teacher Candidate's arrival. Create an atmosphere where the Teacher Candidate feels part of the classroom/school community.
- Review training materials provided by IU prior to placement.
- Acquaint Teacher Candidate with school policies and procedures.
- Introduce the Teacher Candidate to faculty, staff, school, and local communities.



Ongoing Responsibilities¹

- Continue Co-Teaching with your candidate.
- Communicate and collaborate regularly with the Teacher Candidate on planning, instruction and assessment. Continually review/discuss “Collaborative Teaching for Student Learning” principles to support growth.
- Observe the Teacher Candidate on a regular basis. Arrange to see all subjects/periods for which Teacher Candidate is responsible.
- Provide structured feedback to the Teacher Candidate using the Structured Observation Form. Complete a minimum of two Structured Observations, one before and one after the midterm. Input data from observations into online system within one week of observation.
- Demonstrate, provide, and discuss a variety of effective classroom management and discipline techniques. The optional Assessment of Classroom Management Observation Form may prove beneficial in assisting Candidate in this area.
- Communicate frequently with the University Supervisor to support the Teacher Candidate. Report any concerns about the Teacher Candidate to the University Supervisor.
- Collaboratively prepare and facilitate the midterm and final evaluation conferences with the University Supervisor and the Teacher Candidate to support growth and development.

Closing Responsibilities:

- Submit a survey evaluation of the student teaching experience (You will receive an email from Qualtrics: <noreply@qemailserver.com> toward the end of the student teaching experience with a link and instructions.)

1. The final authority for the classroom students' academic success rests with the Mentor Teacher. If the student teaching experience is determined as detrimental to student learning (based on observations, written documentation, discussions with the University Supervisor and in serious instances immediately), the student teaching experience may be terminated.

University Supervisor Responsibilities

Initial Responsibilities:

- Gain familiarity with the Collaborative Teaching for Student Learning Principles (page 4).
- Gain an understanding of all the university requirements Teacher Candidates must meet.
- Complete all training materials assigned by university.
- At the orientation meeting with the student teaching triad, review the policies, expectations, and administrative tasks of the student teaching experience.

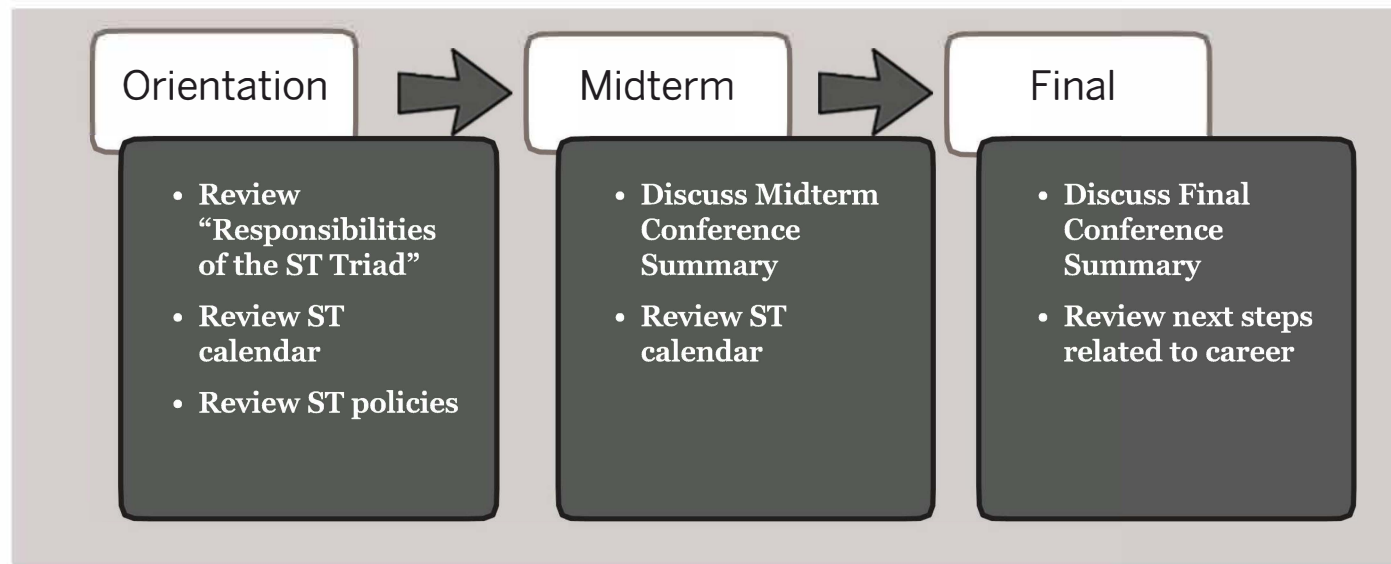
Ongoing Responsibilities

- Develop a collaborative approach with the Teacher Candidate and Mentor Teacher to support the student teaching experience.
- Observe and visit each Teacher Candidate a minimum of once every two weeks.
- Complete a minimum of two Structured Observations, one before and one after the midterm. Input data from observations into the online system within one week of the observation.
- Provide verbal and written feedback following each observation (one full instructional session/period). Plan thoughtful, probing questions to encourage Candidate self-reflection.
- Arrange to see all subjects/periods for which the Teacher Candidate is responsible.
- Collaboratively prepare and facilitate the midterm and final evaluation conferences with the Mentor Teacher and the Teacher Candidate to support growth and development.
- Provide support and guidance regarding professional ethics, employment services and opportunities, and interviews with prospective employers.
- Maintain written documentation on each Candidate's progress.
- Attend all Supervisor meetings offered by the Office of Clinical Experiences.
- Report any problems with the student teaching experience to the Office of Clinical Experiences immediately.

Closing Responsibilities:

- Submit the Teacher Candidate's midterm and final evaluation for student teaching (S/F) based on the collaboration and input of the Mentor Teacher.
- Make sure all necessary paperwork and assessments are submitted to the Office of Clinical Experiences in a timely manner.

Overview of Student Teaching Triad Meetings



I. Orientation Agenda

This orientation meeting should happen within the first week of the placement (and no later than the second week). The meeting should involve the Mentor Teacher, University Supervisor and Teacher Candidate. The University Supervisor will initiate communication regarding a time and date for conferences.

1. Review Summary of Student Teaching Triad Responsibilities.
2. Review student teaching calendar and establish dates as appropriate for each meeting. Some dates will need to be determined as the semester progresses.
3. Review Student Teaching Evaluations Overview.
4. Review Student Teaching Policies.
5. Exchange contact information--discuss preferred communication methods and expectations.

II. Midterm Conference Agenda

Prior to the midterm conference, each triad member should review the midterm evaluation rubric and provide a tentative rating. University Supervisor

must upload the midterm evaluation to the online system.

1. Collaboratively review Midterm Evaluation Rubric and complete Midterm Conference Summary. Collaboratively discuss/determine the final rating.
2. Review student teaching calendar.

III. Final Conference Agenda

1. Collaboratively review Final Evaluation Rubric and complete Final Conference Summary and upload the final evaluation to the online system.
2. Discuss next steps for candidate: seminar assignment completion, licensing, graduation, other.

Tips Regarding Midterm and Final Evaluation Scoring

- The Midterm Evaluation is designed primarily as a vehicle to communicate to Candidates what their strengths and areas of improvement are so they can work on improving their performance.

- If at midterm, your Candidate is struggling and you are seeing many scores of '1' or have concerns, the University Supervisor should contact the Office of Clinical Experiences (OCE) at stuteach@iu.edu to discuss ways to provide more guidance for this Candidate.
- The final evaluation is designed to provide an assessment of the Candidate's overall performance during their student teaching experience.
- University Supervisor: Remember to submit the Midterm/Final Conference Summary in the online system within one week of the conference.

Summary of Policies

Teacher Candidates:

- will follow the calendar of the respective school corporation and will honor the school corporations fall/spring break and any other teacher holidays.
- will be full time for the assigned number of days consecutively except for school corporation breaks or illness or other extenuating approved times.
- will make up cancelled school days and sick days.

If a Candidate is going to be late or miss a day, he/she/they must first call the school before the start of the designated time for teachers to arrive each day. The Mentor Teacher and University Supervisor must also be informed immediately after the school is called. Teacher Candidates may not reduce the length of their placements due to days missed. All Teacher Candidates are expected to fulfill the required number of days of their student teaching assignment. If extenuating circumstances occur, the University Supervisor and Mentor Teacher will meet to discuss extending the experience and make a recommendation accordingly to the Teacher Candidate. Excessive absences may result in termination.

- may act as a paid substitute if the Mentor Teacher is absent as aligned in policy and within the requirements of their placement district **only after the first 10 weeks of placement.**
- 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.
- may not take any unsupervised responsibility for extracurricular events or activities including school-sponsored trips.
- will follow the following protocol related to suspected child abuse:
 - Prepare written documentation regarding details that led to suspicion of abuse and/or neglect. In collaboration with school contact the Indiana Child Abuse and Neglect Hotline at 1-800-800-5556 **as soon as possible.**
 - Advise the University Supervisor of the situation.
 - The Office of Clinical Experiences will connect with the respective school principal and/or school administrators, and the IU Safety Office.

Additional student teaching policies can be found on page 50.

What do you do if you are harassed 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. If the incident is a school safety issue follow school protocol to shelter, etc... and keep all safe. **If not, excuse yourself from the environment. Keep your comments short, and to the point. "Excuse me, I need to go now."
2. As soon as you are safely out of the environment, contact your supervisor, and 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 as appropriate.

Recommended Student Teaching Timeline

Weeks 1 & 2:

First Triad Meeting (Orientation).

Exchange contact information and discuss expectations around responsiveness for the group.

1/4 mark:

Structured Observation #1 planned.

Teacher Candidate & Mentor Teacher discuss progress

1/2 mark:

Second Triad Meeting (Midterm Conference). Include discussion progress around collaborative teaching.

3/4 mark:

Structured Observation #2 takes place.

~1 - 2 weeks prior to end date:

Final Triad Meeting (Final Conference).

Candidate confirms submission of all assignments.

Section 3:

Evaluation Process

Contents

- ◆ Evaluation Document Overview
- ◆ Debriefing with Teacher Candidates
A Focus on Student Learning



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Evaluation Document Overview:

Purpose and Instructions

Structured Observation Form

- Mentor Teacher and University Supervisor should each complete one prior to midterm and one after midterm.
- Prepare for structured observation by pre-conferencing with Teacher Candidate regarding the area of focus the Candidate would like feedback on, and review lesson plan for observation. Teacher Candidate is required to send the lesson plan, area for focus/ feedback at least one day prior to the observation.
- After the observation takes place, the information collected on the Structured Observation Form must be entered into the electronic form located at <https://goo.gl/EQdX9R>. A copy of the Structured Observation Form data will then be sent to the Teacher Candidate and the **Mentor Teacher** (if University Supervisor)/the University Supervisor (if **Mentor Teacher**) using the email addresses entered on the electronic form.

Midterm & Final Conference Summaries

- All triad members look over the rubric descriptors and preliminarily score each indicator prior to the conference.
- Meet as a triad to determine final scores, goals for remainder of placement.
- University Supervisor will enter final scores in online system after the conference.

Classroom Management Self-Assessment/Observation

- Optional observation that can be used when a Candidate is struggling with classroom management and/or requests targeted feedback.
- Teacher Candidates are encouraged to self-assess prior to having a triad discussion about classroom management.

All student teaching forms are available for download at <http://go.iu.edu/21z9>.

Debriefing with Teacher Candidates:

A Focus on Student Learning

Collaborative teaching focused on student learning is the priority during student teaching. To help support the Teacher & University Supervisor tips for observation and feedback are offered below to reinforce the reflection process are provided.

Prior to observation, ask Candidates what they want feedback on

A great strategy is to pre-conference with a Candidate prior to an observation and ask Candidates what they want feedback on after the observation. The more you illicit the Candidate's ideas about what the focus of the feedback should be the more you are able to build on the Candidate's readiness to learn in targeted areas of performance.

If the Candidate is having trouble coming up with an area of focus, ask to review the Collaborative Teaching principles on page 4.

Utilize probing questions

Asking Teacher Candidates probing questions at the start of a debrief session or conference can help them think reflectively about teaching. You know you have asked a great probing question if the Candidate has to pause to think of a response.

Examples¹ might include:

- What did you want the children to learn? How do you know if they did?
- What felt good or made you anxious during the lesson?
- What can you see needs changing and how might you make these changes?
- What are your next steps?

These questions often work best if you utilize them prior to giving direct feedback. Your subsequent feedback and observations can be tailored around the discussion that a probing question/s generated.

Prepare questions ahead of time

Supervisors/Mentor Teachers can prepare for their debrief sessions by asking themselves questions about the Candidate's performance.

Examples might include:

- What can the Teacher Candidate do well? Does the Candidate perceive this?
- What am I unsure the Candidate can do well? What does the Candidate see as an area of struggle? Does she/he see what I see related to an area of struggle?
- How can I use the student teaching rubrics to focus my feedback?
- How can I help the Teacher Candidate make a connection to theory?

1. These sample questions were adapted from: White, S. (2009). Articulation and Re-articulation: Development of a Model for Providing Quality Feedback to Pre-Service Teachers on Practicum. Journal of Education for Teaching. Vol 35, 2. 123-132.

Use “I noticed....” or “I wonder...” to give instructive feedback

Using neutral phrases such as “I noticed...” or “I wonder...” when discussing your observations can help Candidates receive targeted feedback. For example, “I noticed when you regrouped the students for the second activity you spent a great deal of time going around and monitoring the students’ progress.”

“I wonder” is also a great way to provide feedback in a neutral way. “I wonder what would have happened if you had decided to model the reading strategy prior to group work today?”

This gets Teacher Candidates thinking and helps them make connections to new ideas for themselves.

Focus on one or two areas for improvement -- action steps

Focusing on one or two areas for improvement may be all a Candidate can handle at a given time. Provide Candidates something specific to focus on by the end of a debrief session and then revisit these focus areas during the next debrief conference.

Utilize student teaching rubrics when providing feedback

The Structured Observation, Midterm/ Final Conference, and Classroom Management Self-assessment are useful tools for providing specific feedback to Candidates.

You can reference a section of these rubrics to get Candidates thinking about how they will be evaluated as student teaching continues.

This also will help the Candidates see how all these rubrics/tools integrate the overarching goal of supporting student learning. Be sure to include clear & direct link to evidence of student learning.

Provide key points of success & improvement. Be sure to include academic objective & refer to SOR as appropriate. Link to previous feedback and identify key action (next) steps.



Completing the Structured Observation Form:

Guidelines for University Supervisors & Mentor Teacher

The Structured Observation Form is to be completed twice (once before midterm, and once after) by the university supervisor, and twice (once before midterm, and once after) by the mentor teacher. Observer should complete this form giving consideration to the evidence/ examples provided by the candidate prior to the observation (see below), the lesson observed, the post-conference and any other relevant sources.

Mentor teachers and university supervisors are strongly encouraged to conduct structured observations on different lessons, and at different times of the day.

Once complete, the observer should enter her or his observation report electronically by visiting:

go.iu.edu/3Z6A

The data should be entered within one week of the observation.

Prior to Observation:

The teacher candidate should submit a lesson plan and responses to the questions below to the observer **at least one day before the observation**.

- What is the desired focus for feedback for this observation?
- What is/are the candidate's goal(s) for performance?
- The observer will review the candidate's pre-observation submission, and may discuss the lesson and/or question responses prior to the start of the observation.

Utilizing the Structured Observation Form:

To determine candidate ratings, make note of the examples (evidence) observed as they relate to each indicator from the observation. Rubrics have been provided to assist in determining final scores for each indicator.

Please note:

- If evidence for an indicator is not observed, it should become an acknowledged goal for the candidate in subsequent observations.
- A rating of "4" is exemplary and should be given only when a candidate demonstrates exceptional knowledge, initiative, and skills, that can (and should) be strongly supported with evidence/examples for why this rating has been given. Only whole scores may be recorded.
- Several ratings of "N/E" or "1" may indicate the candidate is struggling. The university supervisor should contact the Office of Clinical Experiences if there are concerns about performance after the observation.

*Reminder: If at midterm the Candidate is struggling and you see many scores of '1' or have concerns, the University Supervisor should contact the Office of Clinical Experiences to discuss ways to provide more support to this Candidate--this may include performance plans.

Section 4:

Student Teaching Policies

Contents

- ◆ Policy on Passing Student Teaching
- ◆ Summary of Additional Student Teaching Policies
- ◆ Office of Clinical Experiences contact information



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Policy on Passing Student Teaching

Student Teaching Assessment

Student teaching is graded on an S/F basis. Teacher Candidates earn a “Satisfactory” based on the assessments completed by the Mentor Teacher, and on the recommendation of the University Supervisor. In order for the Candidate to pass the student teaching experience, the Candidate must:

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

Interruption/Termination of Student Teaching

The final authority for the classroom students’ academic progress rests with the Mentor Teacher. If the student teaching experience is determined detrimental to student learning and/or wellbeing (based on observations, written documentation, and discussions with the University Supervisor or a serious incident occurs), the student teaching experience may be terminated.

Teacher Candidates who withdraw or receive an F or I (Incomplete) for student teaching may not repeat without approval from the director of the program and the Assistant Dean of Teacher Education.

Eligibility for Incompletes

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



Summary of Additional Student Teaching Policies

Calendar/Vacations

It is the policy of Indiana University that Teacher 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 holiday break. Fall and Spring Candidates will honor the school corporation's breaks (not IU breaks).

Absences

All Teacher Candidates are expected to fulfill the required number of days of their student teaching placement. Days missed must be made up. If a Teacher Candidate is going to be late or miss a day, they must notify the school office. The Mentor Teacher and University Supervisor must also be informed.

If extenuating circumstances occur, the University Supervisor and Mentor Teacher will meet to discuss extending the experience and make a recommendation accordingly to the Teacher Candidate. In addition to missed days being added to the end of a placement, excessive absences may also result in a student teaching experience termination.

Additional Activity Parameters

The following activity parameters must be followed during the student teaching placement:

- A Teacher Candidate may not act as a paid substitute if the Mentor Teacher is absent. Teacher Candidates may maintain leadership of the class if the Mentor Teacher is absent for a brief time and if the principal designates a teacher-in-charge who is an employee.
- Candidates are not employees of the school or under contract. They may not receive any payment from the school during the student teaching experience until state 10 week minimum is met.
- Candidates may not take courses while student teaching, and are strongly discouraged from holding a job.
- Candidates may not administer or witness corporal punishment.
- Candidates may not transport any student in their own vehicle.
- Candidates may not visit students in their homes or in private, except when accompanied by school personnel as part of an official school activity.
- Candidates should always conference with students in an open, visible and easily accessible place.
- Candidates may not take any unsupervised responsibility for extracurricular events or activities including school-sponsored trips.

Suspected Child Abuse

It is the responsibility of the Teacher Candidate to report suspicions of child abuse. Follow the protocol below related to suspected child abuse:

- Talk with the Mentor Teacher and/or the school's principal immediately and follow the school's protocol for making a report or having a report made.
- Advise the University Supervisor of the situation.
- Take time to write complete notes regarding observations, conversations, etc. that have led to suspicions of abuse.

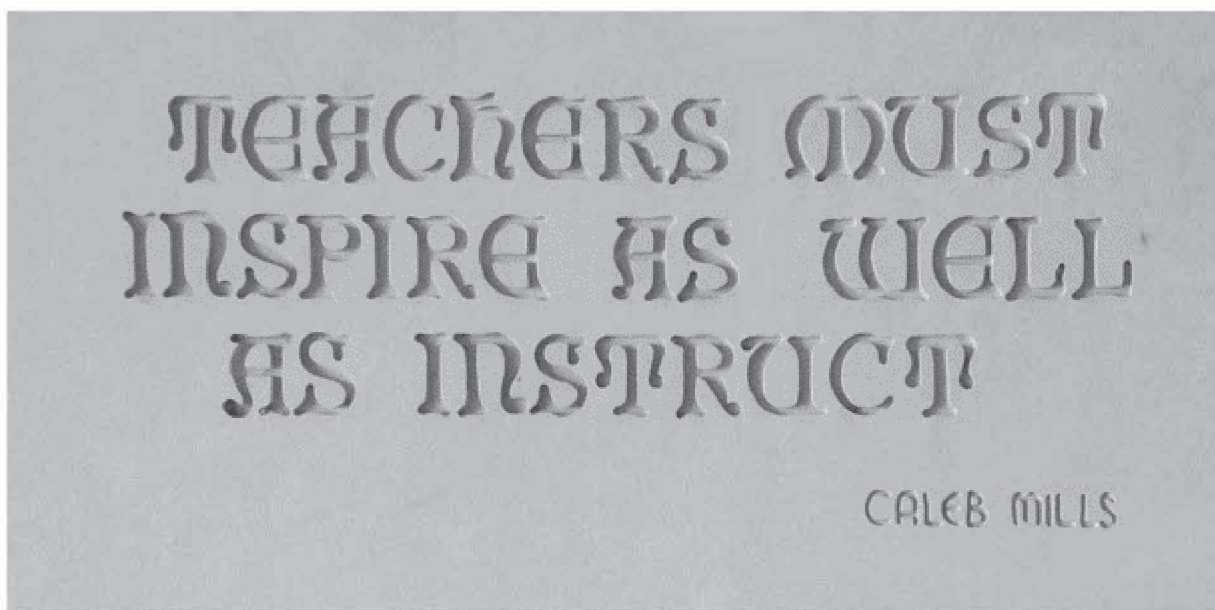
Disabilities

If a Teacher Candidate requires assistance or academic accommodations for a disability, they must first contact the Accessible Educational Services Office at 1900 E. 10th St. You can reach AES by calling 812-855-7578 or emailing iubaes@iu.edu.

Once eligibility for services has been determined by this office, every attempt will be made to accommodate qualified Candidates with disabilities (e.g. mental health, learning, chronic health, physical hearing, vision neurological, etc.).

Note that services are confidential, may take time to put into place, and are not retroactive. Captions and alternate media for print materials may take three or more weeks to get produced.

It is the responsibility of the Teacher Candidate to communicate with the Office of Clinical Experiences information about this assistance and/or academic accommodations. You can reach the Office of Clinical Experiences by emailing stuteach@iu.edu or calling 812-856-8503.





SCHOOL OF EDUCATION
CLINICAL EXPERIENCES
Office of Teacher Education



Office of Clinical Experiences Contact

General Inquiries:

stuteach@iu.edu

Ph. 812.856.8503

Fax. 812.856.8518

Website:

[https://education.indiana.edu/students/
undergraduates/clinical-experiences](https://education.indiana.edu/students/undergraduates/clinical-experiences)