Dear Supervising Teachers,

We extend our gratitude 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, which we expect to be integral to the student teaching placement

- Overview of Evaluation Materials and the Tips for Observations and Provision of Feedback with candidates
• Teaching Performance Assessment (edTPA) Overview, an assessment in which candidates demonstrate their abilities in planning, instruction and assessment of students’ learning

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.

Welcome!

Sincerely,

[Signature]

Jill D. Shedd, Ph.D.
Assistant Dean for Teacher Education
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. During the student teaching experience, your Teacher Candidate should:

- Observe students and other teachers.
- Plan, instruct, and assess students.
- Collaborate with you, the University Supervisor, and others within the school community.
- Gain a greater understanding of the school community.
- Reflect individually and with others.
- Further develop and fine tune their teaching skills in preparation of becoming a practicing educator.
- Utilize all co-teaching methods, moving from observer, to assistant, to primary/solo instruction of individuals, small groups, and whole class instruction.
- Complete a comprehensive teaching performance assessment (edTPA).

A Collaborative Endeavor:

The University recognizes that you have your own methods and expectations for your classroom and this experience. The final authority for classroom students’ academic progress remains with you. Therefore, as Supervising Teacher, you retain approval authority over lessons, methods, and activities within the classroom.

We intend for all student teaching experiences to be a collaboration of all members of the triad (Teacher Candidate, Supervising Teacher, and University Supervisor). As Supervising Teacher, we ask that you help facilitate an initial orientation to the school community, and work together with the other triad members to focus on student learning. One of the ways this can
be accomplished is by using collaborative teaching throughout the placement. By utilizing a collaborative model with shared responsibilities, Teacher Candidates receive greater levels of support as they develop their practice. It also provides Supervising Teachers the unique opportunity to provide individualized modeling and coaching throughout the student teaching experience. This in turn provides students with the opportunity to benefit from two teachers; thus ensuring the best possible instruction and likelihood of success.

Collaborative teaching can take various forms and allows for the Teacher Candidate to be actively engaged from day one, moving toward full classroom responsibility while also collaborating closely with the Supervising Teacher in planning, instruction, and assessment.

In addition to participation in collaborative instruction, we ask that you also engage in collaborative planning with them, share your valuable resources and ideas, and assist them in growth through continuous formal and informal feedback. Formal feedback includes the completion of two formal observations and the subsequent completion of Structured Observation Forms (once before and once after the midterm conference),
plus participation in the midterm and final evaluations and conferences. Providing support and feedback to your Candidate as they complete the Teacher Performance Assessment (edTPA) is also appreciated.

**Collaborative Teaching Strategies:**

There are a variety of collaborative teaching methods that can be used over the course of the student teaching placement. The first method presented provides a good place to start using collaborative teaching; however, the strategies are not intended to be hierarchical. It is important for the Teacher Candidate to
Student Teaching Evaluations

Over the course of the student teaching experience, we ask that you evaluate your Candidate a minimum of four times. These include one Structured Observation prior to the midterm and one following the midterm, the midterm evaluation and the final evaluation. You will also be asked complete a Final Narrative/Recommendation Letter at the end of the placement. Your Teacher Candidate will also complete a student teaching assessment, the edTPA, over the course of their placement. This assessment will be evaluated by a trained local evaluator.

Evaluation Document Overview:

Structured Observations

- The Supervising Teacher and the University Supervisor each complete one Structured Observation prior to the midterm, and a second following the midterm.
- Teacher Candidate is required to provide lesson plan, area of focus & feedback at least one day prior to observation.
- The Supervising Teacher is expected to complete electronic form using the information provided via email from stuteach@indiana.edu.

Classroom Management Self-Assessment/Observation

- 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.

All student teaching forms, rubrics, and assessment tools are available for download at https://goo.gl/SMKOwm
Midterm Conference Summary

• The midterm conference serves as a status check regarding your Candidate’s performance in the first part of their placement. Goal setting for the second half of the placement is also expected.

• All triad members look over rubric to determine preliminary score for each indicator prior to conference.

• Meet as a triad to discuss performance, determine final scores.

• The University Supervisor will enter the midterm conference information into Taskstream and provide copies to the Teacher Candidate and the Supervising Teacher.

Final Conference Summary

• The final conference serves as the final summative assessment. The results of this assessment are used to determine a Candidate’s readiness as a first year teacher.

• All triad members look over rubric to determine preliminary score for each indicator prior to conference.

• Meet as a triad to discuss performance, determine final scores.

• The University Supervisor will enter the final conference information into Taskstream and provide copies to the Teacher Candidate and the Supervising Teacher.

Final Narrative/Recommendation Letter

• The Supervising Teacher and the University Supervisor each complete at the end of the placement, addressing Candidate abilities and areas for growth.

• Letter/narrative can be written on provided form (see https://goo.gl/SMKOWm) or on letterhead.

• Candidate should receive copies of letters as soon as they are available.
Assessments of Teacher Candidates are designed to address their ability to utilize the skills outlined here in ways that maximize the potential for and depth of learning that takes place for all students.

**Tips on Observing and Providing Feedback to Your Teacher Candidate:**

**Hold a Pre-Conference**

Take a few minutes prior to observations of your Candidate to discuss the areas for which feedback is being sought. Not only does this give you a sense of what your Candidate is working toward, but it also helps the Candidate develop critical reflection and a greater readiness to learn in targeted areas of performance.
**Prepare Your Own Observation Goals**

Having a good sense of what your own purposes are as a mentor to your Candidate can be useful as you observe and also in the feedback you provide. Questions you might ask yourself include:

- What can my Candidate do well? Do they perceive this?
- What am I unsure my Candidate can do well? What do they see as personal challenges? Do they see what I see related to areas for improvement?
- How can I use the student teaching rubrics to focus my feedback?
- How can I help my Candidate make connections to theory and research-based practices?

**Ask Probing Questions**

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

- What did you want the children to learn? How do you know if they did?
- What needs changing and how might you make these changes?
- What are your next steps?
- What might have been going on in ______’s mind as you taught? (Choose 2 varied learners)

**Use Neutral Phrases**

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

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

Put the Rubrics & edTPA Handbook to Work

Each of the student teaching rubrics (Structured Observation, Midterm, etc.) contain useful tools for providing specific feedback. You can reference a section of these rubrics to get Candidates thinking about how they will be evaluated as student teaching continues. This also helps your Candidate see how the rubrics integrate with the overarching goal of supporting student learning.

The same is true of the edTPA Commentary prompts. These prompts are designed to help Candidates think about the act of teaching in a deeper, more meaningful way and to help them reflect on their practice. To learn more about the edTPA Commentaries, you can request a copy of the handbook from your Teacher Candidate, their University Supervisor, or our office.
The Teacher Candidate Performance Assessment (edTPA):

The edTPA is a three-part, performance-based assessment that captures evidence of your Teacher Candidate’s ability to support student learning. The Candidate will be asked to apply their knowledge of students and the classroom context to demonstrate their skills/abilities in the areas of planning, instruction, and assessment.

Overview of edTPA components:

**Evidence:**
- Context for Learning
- Lesson Plans (3-5)
- Copies of Materials & Assessments
- Commentary Regarding Planning

**Indicators:**

**Task One**
- Planning for content understanding
- Planning to support varied student learning needs
- Using knowledge of students to inform teaching & learning
- Planning assessments to monitor/support student learning

**Task Two**
- Demonstrating a positive learning environment
- Engaging students in learning
- Deepening student learning
- Analyzing teaching effectiveness

**Task Three**
- Analysis of student learning
- Providing feedback to guide learning
- Student use of feedback
- Using assessment to inform instruction
They will collect artifacts such as lesson plans, student assignments, assessments, and un-edited video clips of their day-to-day planning and teaching. They will then complete commentaries on student learning, attendance to differentiation, use of research in planning, etc.

How You Can Help

Do:
Help Candidate understand the unique learning needs of students, the cultural, personal, and community assets, any special features of the school, etc.

Help brainstorm possible topics, content, ways of implementing context and differentiation.

Familiarize yourself with the key indicators (see next page) for the performance assessment and assist in providing initial feedback to lessons and commentaries.

Encourage your Candidate to begin working on their edTPA as early in the semester as possible. It will be worth it in the end!

Assist with video recording process.
Don’t:

Tell the Candidate what to submit. You are welcome to brainstorm with your Candidate and serve as a sounding board, but the final decisions must be that of the Candidate.

Edit or correct their written work or videos. You are encouraged, however, to review edTPA material with your Candidate and to offer verbal feedback.

Take too much responsibility for your Candidate’s edTPA tasks. It is ultimately their responsibility to keep track of and ensure all necessary steps (i.e., video permissions) have been completed.

Encourage your Teacher Candidate to begin with the end in mind:

A full understanding of Tasks 2 & 3 prior to beginning & completing Task 1 will strengthen all areas of your Candidate’s edTPA.
Summary of Student Teaching Policies

School Calendars & Observed Holidays

Teacher Candidates must follow the calendar of the school district in which they are student teaching, reporting to school on the first teacher day of the semester (unless special arrangements have been made).

Candidate Absences

Candidates must fulfill the required number of days of the placement. Missed days should be avoided, and must be made up. All absences must be reported to the Supervising Teacher and the University Supervisor prior to expected reporting time. Excessive absences may result in a termination of placement.

Parameters of Candidate Activities

- Candidate cannot receive any payment for any involvement with the school (teaching, subbing, coaching), nor may he or she act as the sole responsible party for any group of students. If the Supervising Teacher is absent, a principal-designated “teacher-in charge,” who is employed by the school, must be established.

- Candidate cannot administer or witness corporal punishment.

- Candidate cannot 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 child abuse is suspected, the Candidate is required to report observations using the following protocol:
  1. Talk with the Supervising Teacher and/or School Principal immediately and follow the school’s protocol for making a report or having one made.
  2. Alert the University Supervisor of the situation.
  3. Document the experience by writing down comprehensive notes regarding observations, conversations, etc. that have led to suspicion of abuse.
Recommended Student Teaching Timeline:

**Weeks 1 & 2:**
First Triad Meeting (Orientation).
Teacher Candidate & Supervising Teacher discuss instructional focus for edTPA lessons.

**1/4 mark:**
Structured Observation #1 planned.
Teacher Candidate & Supervising Teacher discuss progress of edTPA & lesson plans. Candidate submits draft/outline of edTPA Task 1 to University Supervisor for review/approval using Formative Feedback Form.

**1/2 mark:**
Second Triad Meeting (Midterm Conference). Include discussion of edTPA progress around collaborative teaching. Task 1 approved, timeline for completion of Tasks 2 & 3 finalized. Candidate should begin teaching edTPA lessons in week following this meeting.

**3/4 mark:**
Structured Observation #2 take place.
Candidate concludes teaching of edTPA lessons and begins Task 3.

**~1 - 2 weeks prior to end date:**
Final Triad Meeting (Final Conference).
Candidate submits complete edTPA to Taskstream.
We’re here to help!

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Clinical Experiences Online: https://goo.gl/EAXNvf