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IUB School of Education  
Office of Clinical Experiences  
W.W. Wright Education Building  
201 N. Rose Ave, Suite 1000  
Bloomington, IN 47405
Dear Teacher Candidates,

Celebrate! You are about to begin the culminating student teaching experience of your teacher preparation. This is both an exciting and challenging opportunity. The faculty has prepared you well, and we have in place a supportive team, including your Supervising Teacher, University Supervisor and the staff of the Office of Clinical Experiences.

The focus of your efforts foremost is student learning; 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 styles/preferences. At the same time, it is your responsibility to learn all that you can from your supervising teacher, university supervisor and all the staff in your school. Become a part of your classroom, school and the community. Ask questions and encourage educators to offer their constructive feedback.

You are about to become a member of the most exciting, influential profession, teaching. Enjoy!

Sincerely,

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, Teacher Candidates can expect to:

- Observe students and other teachers.
- Plan, instruct, and assess students.
- Collaborate with the Supervising Teacher, University Supervisor, and others within the school community.
- Reflect individually and with others.
- Further develop and fine tune 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 the performance-based student teaching assessment (edTPA) based on examples from your day-to-day planning and instruction.

A Collaborative Endeavor:
We intend for all student teaching experiences to be a collaboration of all members of the triad (Teacher Candidate, Supervising Teacher, and University Supervisor). One of the ways this can be accomplished is by using collaborative teaching throughout the placement. By utilizing a collaborative model with shared responsibilities, you, as the Teacher Candidate, receive greater levels of support as you develop your practice. Collaborative teaching can take various forms and allows you to be actively engaged from day one, moving toward full classroom responsibility while also working closely with the Supervising Teacher in planning, instruction, and assessment.

“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.”

~Fall 2016 Candidate
It also offers your Supervising Teacher 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. Always keep in mind that your Supervising Teacher will have their own methods and expectations for their classroom and this experience. The final authority for classroom students’ academic progress remains with the Supervising Teacher, as well as final approval authority over lessons, methods, and activities within the classroom.

Invite your Supervising Teacher to also collaborate with you in planning, ask that they share their valuable resources and ideas, and seek out opportunities for growth by requesting continuous feedback, both informal and formal. You are also welcome to seek the advice and opinions of both your Supervising Teacher and your University Supervisor as you complete the Teacher Performance Assessment (edTPA). Your University Supervisor will be familiar with this assessment already, but it is likely that your Supervising Teacher is not. If they are willing/interested in learning about it and supporting you in this way, do take advantage of their advice!
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 you to work with your Supervising Teacher to plan when and how co-teaching strategies will be implemented. You are encouraged to use them systematically and intentionally throughout the student teaching placement.
Your Responsibilities as a Teacher Candidate:

Initial Responsibilities:
In preparation of your student teaching experience, it is important that you reach out to your Supervising Teacher prior to the beginning of your placement. You should also familiarize yourself with the community, school, and their demographics prior to your first day.

Ongoing Responsibilities:
As a teacher candidate, your goal should primarily be to focus on student learning, while also learning as much about yourself and all aspects of teaching as you are able. Your behavior should be that of a working professional and role model to students. These behaviors include:

- having lesson plans and support materials ready in advance of each school day. Ensure your Supervising Teacher is aware of and has access to these items in the event of your absence.
• knowing your students as individuals and learners, including their strengths, interests, and needs;

• remaining open-minded and flexible about your Supervising Teacher’s policies and procedures and respecting them;

• soliciting critical feedback, asking many questions, and gaining a better understanding of the rationale behind specific actions, lessons, units, and school programs;

• participating actively within your classroom and in the greater school community. Volunteering for extra activities, playing an active role in your evaluation processes, arriving early and staying late;

• and communicating proactively, regularly, and honestly with your University Supervisor and Supervising Teacher.

Evaluations During Student Teaching:

Over the course of the student teaching experience, you will be formally evaluated a minimum of two times by your Supervising Teacher, and four times by your University Supervisor. These evaluations will include Structured Observations prior to the midterm and following the midterm, the midterm evaluation and the final evaluation. You will also receive a Final Narrative/Recommendation Letter from both your University Supervisor and your Supervising Teacher at the end of the placement. You will also complete the edTPA student teaching assessment over the course of your placement. This assessment will be evaluated by a trained local evaluator.
Evaluation 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.

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.

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.
The edTPA is a three-part, performance-based assessment that captures evidence of your ability to support student learning. You will apply your knowledge of students and the classroom context to demonstrate competencies in the areas of planning, instruction, and assessment.

You will submit a collection of items that include lesson plans, student assignments, assessments, un-edited video clips of your teaching, and commentaries on student learning and how you adjusted instruction to meet student needs. The work that you build your edTPA around should be a snapshot of the artifacts that naturally occur as a result of your day-to-day preparation and instruction.

You are encouraged to reach out to your Supervising Teacher and your University Supervisor for support and feedback as you work to plan your instruction for this assessment, which should be drawn from the regular planning and instruction you are conducting throughout your placement. The Office of Clinical Experiences is also available to provide support and assistance to you.
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
Tips for Success:

Rather than a hoop through which to jump, we encourage you to think of the time, energy, and thought required to complete this assessment as an opportunity to sew together all of your training and practice. Other tips include:

Start with some advanced planning.

One of the items mentioned often by our evaluators was that those with well-developed plans in Task 1 almost always had much stronger overall edTPAs. Start by reviewing the rubrics for all three tasks; knowing these in advance of actual completion can help you collect and take note of things to include in Tasks 2 & 3, leading to a much more cohesive final product.

The opposite is also true: while completing Tasks 2 & 3, don’t forget to refer back to the important information you included in Task 1. You outlined the Context for Learning, but how do you draw from it in your planning, execution, and assessment? Are your recordings matching your discussions and commentary?

Don’t forget informal moments!

One of the strengths of the edTPA is its focus on demonstrated student learning. As you know, learning happens in both formal and informal settings and is assessed through formal tools and “in the moment” informal ways. Your edTPA evaluator also knows this - and will look for signs of both in your final product.

Cross all your ‘t’s.

Another item mentioned by evaluators was the presence of many spelling and grammatical errors. Spelling and grammar reflect

“I wish I’d taken the time to learn more about task 2 and 3 before completing task 1. I was not prepared for all the assessment information that was wanted. It was hard to remember to grab student work after grading.”

~Spring 2017 Candidate
poorly on your product, and also your ability to serve as a role model to your students. Don’t forget to edit! A poorly written edTPA will be sent back for revision.

**Use your resources.**

Don’t be afraid to approach your Supervising Teacher, University Supervisor, or other Clinical Experiences staff for support and advice. Also, be sure to consider other school resources that may be available to assist you. Does your school include a media club? Does the media center have resources you could tap (e.g. for video support)? It never hurts to ask!

**Start early, work steadily, finish strong.**

An edTPA thrown together at the end of your experience will reflect the level of effort given. It makes sense to do it well the first time and to make it work for you - your teaching competence and confidence will benefit from the effort.

### Student Teaching Policies:

#### Criteria for Passing Student Teaching:

Student teaching is graded on an S/F basis. Teacher Candidates earn a “Satisfactory” based on performance as reported by the University Supervisor in the Final Conference Summary, as well as performance on the edTPA.

**Final Conference Summary Scores**

The Candidate **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.
**edTPA Performance**

The Candidate **must**:

- have **no more than one** rating of “emerging” (1) on any Task of the edTPA, and
- have a passing **score of 27 or higher** (the highest possible score is 45).

Candidates who do not pass the edTPA will be permitted to revise and resubmit based on evaluator feedback. Feedback will be provided to you and you will be permitted to revise and resubmit your edTPA.

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**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 Assistant Dean for Teacher Education 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 Supervisors 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.

Candidates who do not submit their edTPA, or do not submit it in time to be evaluated prior to the end of the semester, will also receive an incomplete until they have attained a passing score on their edTPA.
Code of Student Rights, Responsibilities, & Conduct:

During student teaching, you are still held to the *IU Code of Student Rights, Responsibilities, and Conduct*. All students, including Teacher Candidates, will face harsh consequences if this code is violated.

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

Accommodations for Teacher Candidates:

If you require assistance or academic accommodations for a disability, you must first contact the Office of Disability Services for Students in the Wells Library (W302), 812.855.7578. Once eligibility for disability services has been determined, it is your responsibility to communicate with the Office of Clinical Experiences about the assistance and/or academic accommodations you require. Services will remain confidential, and every attempt will be made to accommodate your needs.

Please note that putting accommodations in place may take some time, and the adaptations are not retroactive. Also, it is important to note that the accommodations that are available to you during student teaching can vary significantly from those you are eligible to receive as a student.

Additional 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 semester**, unless other arrangements have been made **with the Office of Clinical Experiences**.
Candidate Absences

You are expected to fulfill the required number of days of your assignment. Every effort should be made to avoid missing days during your experience. All missed days must be added to the end of your previously determined end date. Excessive absences may result in a termination of placement.

It is imperative that you inform the school office, your Supervising Teacher, and University Supervisor ahead of any tardiness or absence.

Parameters of Candidate Activities

- You may not receive any payment for any involvement with the school (teaching, subbing, coaching), nor are you able to act as the sole responsible party for any group of students. If your Supervising Teacher is absent, a principal-designated “teacher-in charge,” who is employed by the school, must be established.
- You may not administer or witness corporal punishment.
- You 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 you suspect child abuse, you are required to report your observations using the following protocol:
  1. Talk with your Supervising Teacher and/or School Principal immediately and follow the school’s protocol for making a report or having one made.
  2. Alert your 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.
Important Information, Dates & Deadlines:  *To be completed at Orientation Meeting*

University Supervisor’s Contact Information:

Supervising Teacher’s Contact Information:

Procedure established in case of tardiness or absence:

Important dates & deadlines:

*Draft/outline of edTPA Task 1 to U.S.:

*Midterm Evaluation Conference:*

*edTPA Task 2 completed:*

*edTPA Task 3 completed:*

*edTPA submitted:*

*Final Evaluation Conference:*
We’re here to help!

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