

**STUDENT TEACHING  
HANDBOOK  
*ELEMENTARY***



**IUPUC  
DIVISION OF EDUCATION**

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**INDIANA UNIVERSITY-PURDUE UNIVERSITY  
COLUMBUS**

**Block III & Block IV**

**For  
Student Teachers  
Supervising Teachers  
University Supervisors**

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## OVERVIEW

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### DEFINITION OF STUDENT TEACHING

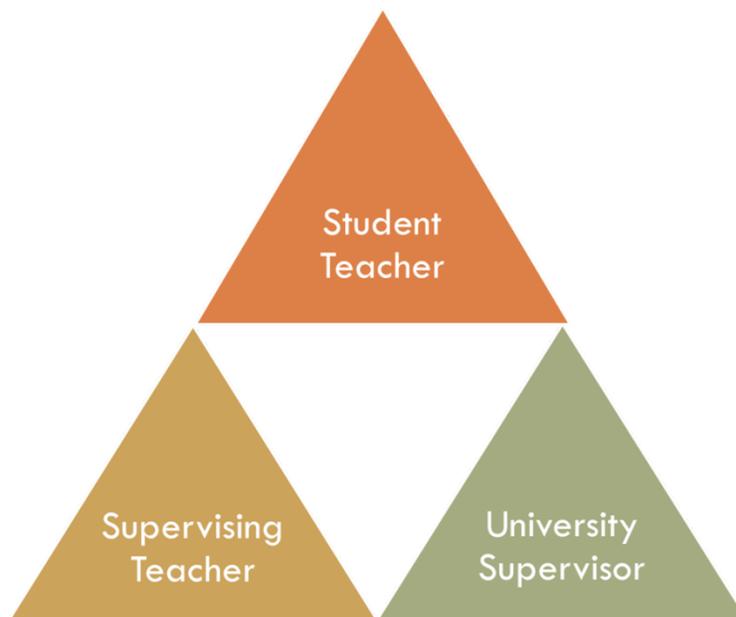
Student teaching is defined as a full day, full time, school-based experience that is supervised by both a certified experienced teacher and a University Supervisor. The primary objective of student teaching is to provide the opportunity for acquisition and demonstration of instructional competence for beginning professional educators.

The student teaching experience has been carefully designed to be as realistic and as intensive as actual teaching. This involves placing Student Teachers in schools with carefully selected and qualified Supervising Teachers. Supervision is regarded as absolutely essential and is the mutual responsibility of the supervising teacher and the University Supervisor, both of whom are proven successful classroom teachers.

The extent of actual Student Teacher or practicum student involvement and the assumption of full class responsibilities rest upon the mutual agreement of the Student Teacher, the Supervising Teacher, and the University Supervisor, who make up the Student Teaching Triad.

### STUDENT TEACHING TRIAD

The basic role of the triad members is to work as a team through constant communication to support, enhance, and prepare the Student Teacher to become a reflective professional. Each member has a specific set of responsibilities outlined in this handbook.



## THE TEACHING AND LEARNING FOUNDATION

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Two sets of principles serve as the foundation for IUPUC’s education programs. IUPUC’s Six Principals of Teacher Education and the INTASC Standards are not mutually exclusive and support one another in defining what new teachers need to know, understand and be able to do.

### IUPUC’S SIX PRINCIPLES OF TEACHER EDUCATION

The following six principles define IUPUC’s conceptual framework for teacher education and serve as a foundation for our program.

<b>Principle 1: Conceptual Understanding of Core Knowledge</b>		
The ability of teachers to communicate and solve problems while working with the central concepts, tools of inquiry and structures of different disciplines.		
<b>STUDENT TEACHER</b>	<b>SUPERVISING TEACHER</b>	<b>UNIVERSITY SUPERVISOR</b>
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of student learning and development.</li> <li>• Demonstrates knowledge of content, state standards, and resources.</li> <li>• Demonstrates an understanding of a variety of assessment strategies.</li> <li>• Demonstrates the ability to develop comprehensive lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Meets daily to discuss student developmental issues.</li> <li>• Provides examples and discusses lesson planning using standards and quality resource selection.</li> <li>• Reviews and reflects continuously on assessment strategies that document student abilities.</li> <li>• Reviews and reflects continuously on lesson plans that reflect an understanding of student development, content knowledge, state standards, and assessment strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates and discusses Student Teacher application of knowledge.</li> <li>• Nurtures support systems for the development of knowledge.</li> <li>• Discusses and reflects on the lesson plans, instruction, and assessment strategies that demonstrate an understanding of student development, content knowledge, state standards, and assessment strategies.</li> </ul>

<b>Principle 2: Reflective Practice</b>		
The ability of teachers to step outside of the experiences that make up teaching and to analyze and critique the impact of the experiences and to develop multiple perspectives.		
<b>STUDENT TEACHER</b>	<b>SUPERVISING TEACHER</b>	<b>UNIVERSITY SUPERVISOR</b>
<ul style="list-style-type: none"> <li>• Reflects upon oneself in writing as a member of the teaching profession.</li> <li>• Uses reflection to improve instruction.</li> <li>• Identifies ways to improve as an individual, a part of the school community and a part of the teaching profession.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides examples, reviews and reflects continuously on reflection from multiple data sources.</li> <li>• Discusses the use of reflection to improve instruction.</li> <li>• Discusses ways to improve as a teacher, as part of the school community, and as a member of the teaching profession.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses reflection as an important professional attribute.</li> <li>• Discusses the use of reflection to improve instruction.</li> <li>• Communicates with the Student Teacher and Supervising Teacher.</li> </ul>

**Principle 3: Teaching for Understanding**

The ability of teachers to draw on their knowledge and frameworks to plan, implement and assess effective learning experiences and to develop supportive social and physical contexts for learning.

STUDENT TEACHER	SUPERVISING TEACHER	UNIVERSITY SUPERVISOR
<ul style="list-style-type: none"> <li>• Plans and demonstrates classroom management.</li> <li>• Develops a positive physical environment through appropriate planning and use of space, materials, resources, and instructional time.</li> <li>• Develops a positive social environment.</li> <li>• Develops a positive academic environment by communicating clear expectations, engaging students, providing meaningful responses, and using multiple teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides examples, discusses, and reflects on quality classroom management plans and strategies.</li> <li>• Provides examples, discusses, and reflects on using the physical environment to enhance the “Learning Environment.”</li> <li>• Provides examples, discusses and reflects on ways to foster a positive social environment and to engage students.</li> <li>• Reviews and reflects continuously on quality instruction: clear communication of expectations, student engagement, meaningful responses, and using multiple teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates and discusses Student Teacher’s classroom management.</li> <li>• Discusses and reflects on lesson plans that use space effectively, materials, resources, and instructional time.</li> <li>• Communicates and reflects on the learning environment with the Supervising Teacher.</li> </ul>

**Principle 4: Passion for Learning**

The ability of teachers to continually develop their own complex content and pedagogical knowledge and to support the development of students’ habits of continual, purposeful learning.

STUDENT TEACHER	SUPERVISING TEACHER	UNIVERSITY SUPERVISOR
<ul style="list-style-type: none"> <li>• Develops lessons that reflect individual student ability levels resulting in the intellectual engagement of all students.</li> <li>• Develops lessons that are creative, engaging and appropriate for the learning community.</li> <li>• Develops instructional activities that address multiple learning styles.</li> <li>• Builds productive learning relationships with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides examples, reviews, and reflects on learning objectives and assessments for the individual child (rubrics, differentiated assessment, challenging projects or problems).</li> <li>• Reviews and reflects continuously on appropriate ways to engage students.</li> <li>• Provides examples, reviews, and reflects continuously on addressing the needs of each individual child’s learning styles.</li> <li>• Reviews and reflects continuously on building learning relationships with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates and discusses Student Teacher’s lessons and instruction.</li> <li>• Discusses and reflects on the lesson plans and their incorporation of ability levels, interests, and learning styles.</li> <li>• Communicates with the Student Teacher and Supervising Teacher.</li> </ul>

**Principle 5: Understanding School in Context of Society and Culture**

The ability of teachers to value and teach about diversity, to recognize the impact of social, cultural, economic and political systems on daily school life, and to capitalize on the potential of school to minimize inequities.

STUDENT TEACHER	SUPERVISING TEACHER	UNIVERSITY SUPERVISOR
<ul style="list-style-type: none"><li>• Acquires an understanding of the community and students' lives outside of the school environment and classroom.</li><li>• Becomes a productive member within the school.</li><li>• Communicates with parents effectively.</li><li>• Provides positive transitions in classroom and learning communities</li></ul>	<ul style="list-style-type: none"><li>• Provides a list of "professional responsibilities" for the Student Teacher (taking attendance, supervision, parent communication, teacher meetings, etc) and reviews and reflects on those responsibilities.</li><li>• Provides a list of available activities for the Student Teacher and reviews and reflects on the interests of the Student Teacher.</li><li>• Reviews and reflects on different types of parent communication and provides the Student Teacher with the available community and school resources to help students.</li><li>• Provides examples of effective transitions in classroom.</li></ul>	<ul style="list-style-type: none"><li>• Communicates and discusses Student Teacher participation in the school community.</li><li>• Discusses and reflects on the importance and merit of understanding and participating in the community.</li><li>• Discusses and reflects on transitions in the classroom.</li><li>• Communicates with the Student Teacher and Supervising Teacher.</li></ul>

**Principle 6: Professionalism**

The ability of teachers to be active contributors to professional communities that collaborate to improve teaching and student achievement by developing shared ethics, standards and research-based practices.

STUDENT TEACHER	SUPERVISING TEACHER	UNIVERSITY SUPERVISOR
<ul style="list-style-type: none"><li>• Acts professionally and appropriately.</li><li>• Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction.</li><li>• Accepts all professional responsibilities communicated by the Supervising Teacher, school, and corporation for instructional and non-instructional duties.</li><li>• Demonstrates an understanding of current issues within the school community, the teaching profession, and public education.</li><li>• Refines continuously an individual philosophy of teaching.</li></ul>	<ul style="list-style-type: none"><li>• Provides examples, reviews, and reflects on appropriate professional behavior.</li><li>• Provides constructive criticism and suggestions.</li><li>• Communicates all appropriate professional responsibilities.</li><li>• Shares information and discusses current issues.</li></ul>	<ul style="list-style-type: none"><li>• Discusses the attributes of being a professional.</li><li>• Discusses constructive criticism and suggestions provided, as well as Student Teacher's subsequent behavior and instructions.</li><li>• Discusses and reflects on the philosophy of teaching.</li><li>• Shares information and discusses current issues.</li><li>• Communicates with the Student Teacher and Supervising Teacher.</li></ul>

## INTASC STANDARDS

The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. The INTASC standards reflect the professional consensus of what beginning teachers should know and be able to do.

**Principle 1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Principle 2:** The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

**Principle 3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Principle 4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Principle 5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Principle 6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Principle 7:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Principle 8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Principle 9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Principle 10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

## STUDENT TEACHING FRAMEWORK & PHASES

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### STUDENT TEACHING FRAMEWORK 2011

In the Student Teaching Framework 2011 student teaching takes place in two consecutive semesters during Block III and Block IV.

Each Student Teacher will complete two placements, one during Block III and one during Block IV. Each placement will begin after eight weeks of coursework on campus and field experience in the student teaching classroom and consist of a minimum of 40 instructional days.

The following Student Teaching Plan outlines the program.

<b>Block III – 16 weeks</b>	
<p><b><u>Courses</u></b> – 8 weeks</p> <ul style="list-style-type: none"> <li>• Methods of Teaching Students with Special Needs</li> <li>• Teaching Reading II</li> <li>• Field Experience in student teaching classroom</li> </ul>	<p><b><u>Student Teaching</u></b> – 8 weeks (40 days) 2 Teacher Candidates per host classroom</p> <ul style="list-style-type: none"> <li>• Opportunities for grade level team projects</li> <li>• Opportunities for teachers implementing new programs (PBL)</li> </ul>
<p><b><u>Semester Projects:</u></b></p> <ul style="list-style-type: none"> <li>• Informal Formative Assessment of a Reader</li> <li>• UDL/CPS Case Study of a Struggling Learner</li> </ul>	

<b>Block IV – 16 weeks</b>	
<p><b><u>Courses</u></b> – 8 weeks</p> <ul style="list-style-type: none"> <li>• Education &amp; American Culture</li> <li>• Social Studies Methods</li> <li>• Field Experience in student teaching classroom</li> </ul>	<p><b><u>Student Teaching</u></b> – 8 weeks (40 days) 1 Teacher Candidate per host classroom</p> <ul style="list-style-type: none"> <li>• Opportunities for grade level service learning projects</li> <li>• Opportunities for teachers implementing new programs (PBL)</li> <li>• Planetarium use</li> </ul>
<p><b><u>Semester Projects:</u></b></p> <ul style="list-style-type: none"> <li>• Planning a service-learning integrated unit of instruction</li> </ul>	

## PRE-PLACEMENT TASKS

Prior to the start of student teaching, the Student Teacher should make contact with the Supervising Teacher and Principal. Each of the following should be completed prior to each placement.

1. Call or email the teacher at school. (If possible and convenient for both teacher and student, arrange a convenient time to meet.) By email, phone, or in person, do the following:
  - exchange phone numbers, emails, and addresses;
  - confirm with the Supervising Teacher the first day to report to school (first day students return);
  - determine, if possible, what parts of the curriculum, courses, subjects, or units you will be responsible for teaching; and,
  - request classroom rules, guidelines for discipline, and
2. With permission from your Supervising Teacher, arrange to pick up from the school/teacher:
  - any instructional materials to be used during your student teaching experience (e.g., teacher editions of textbooks, workbooks, planning overviews, CD-ROMS, etc.)
  - the student handbook. Also obtain a copy of the faculty handbook and/or department policies.
3. Contact the Principal, introduce yourself, and clarify whether the school/district requires that a Criminal History Check report be on file and, if so, to whom the student should deliver it.

**Placement 1 School:** \_\_\_\_\_  
Supervising Teacher's Name: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
Phone: \_\_\_\_\_ Cell: \_\_\_\_\_  
Email: \_\_\_\_\_  
Address: \_\_\_\_\_  
Date of First Day: \_\_\_\_\_ Report Time: \_\_\_\_\_  
Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Placement 2 School:** \_\_\_\_\_  
Supervising Teacher's Name: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
Phone: \_\_\_\_\_ Cell: \_\_\_\_\_  
Email: \_\_\_\_\_  
Address: \_\_\_\_\_  
Date of First Day: \_\_\_\_\_ Report Time: \_\_\_\_\_  
Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## OVERVIEW OF THE STUDENT TEACHING PHASES

The timing of the progression from orientation/observation to full instructional responsibility should be decided upon by the Student Teaching Triad. Each placement will end on a Friday.

**Phase One:** Transitioning into Instruction

**Phase Two:** Full Instructional Responsibilities

**Phase Three:** Transitioning Out of the Classroom

The following should serve as a guide to help the Triad make decisions about the timing of transitions. More detailed suggestions for each phase follow the table.

PHASES	Weeks		
	1	2 through 7/8	8/9
<b>PHASE ONE</b> (Orientation & Observation)	<b>Transitioning into Instruction.</b> The Student Teacher should have instructional responsibility of at least a portion of the curriculum.		
<b>PHASE TWO</b> (Transitioning into Instruction & Full Instructional Responsibility)		<b>Full Instructional Responsibility.</b> Ideally by week 2, the Student Teacher should have full instructional responsibility in the classroom.	
<b>PHASE THREE</b> (Transitioning Out of the Classroom)			Transition full instructional responsibility back to the Supervising Teacher.

### PHASE ONE: SCHOOL OBSERVATION & ORIENTATION

During Phase One of the placement, the Student Teacher will be learning about the school/classroom in which he/she has been placed. Orientation to the school community is critical to the Student Teacher's comfort, confidence, and ultimate success in student teaching. The Student Teacher and Supervising Teacher share responsibility in the acclimation and induction process. Ongoing communication through orientation and observation will set the foundation for success in the student teaching experience.

During Phase One, the Student Teacher should observe the Supervising Teacher. This observation period allows the Student Teacher to become familiar with the teacher and students – and to learn students' names. It also allows the Student Teacher time to reflect with the Supervising Teacher about observed practices.

During Phase One, the Student Teacher should learn about the following:

**Attending meeting and other out-of-classroom responsibilities:**

- Parent nights, open houses, faculty meetings, department meetings, and committee meetings
- Student supervising duties (e.g., bus, hallway supervision, and lunch supervision)

**Obtaining passes and accounts:**

- Parking and parking passes
- Computer accounts
- Lunch accounts

**School policies and procedures for students** (see the student handbook):

- Discipline policies
- Attendance policies
- Writing passes
- Dress codes

**School policies and procedures for teachers** (see the teacher handbook):

- Grading
- Confidentiality
- Emergency procedures (e.g., fire drills and tornado drills)
- Illnesses and/or accidents
- Universal precautions
- Dress codes

**Classroom policies and procedures:**

- Classroom rules and classroom management plan
- Recording absent and tardy students
- Writing hall passes

**Instructional resources:**

- State standards for the course or grade level
- Media center, computer labs, and technology coordinators
- Computer use expectations
- District and school websites
- Appropriate instructional materials
- Community resources to enhance instruction

**Community, families, and students:**

- General socioeconomic and cultural background of the student population
- After school student activities and opportunities for Student Teacher involvement
- Parental involvement in the school; expectations for communicating and working with parents
- Allergies or specific health/participation restrictions of any students
- Responsibilities to special need students in class (Become familiar with students' IEPs.)
- Student reading levels and available support

## **PHASE TWO: TRANSITIONING INTO INSTRUCTION & FULL INSTRUCTIONAL RESPONSIBILITY**

This phase of student teaching is vital toward growth and development as a teacher. It provides necessary immersion into the classroom teaching experience. The two stages of Phase Two—transitioning and full instruction—will vary in duration and intensity. (IUPUC’s Six Principles of Teacher Education on page 3 will serve as the main evaluative tool for this phase of student teaching.)

### **Stage 1: Transitioning into Instruction**

Once familiar with the classroom, the Student Teacher will begin working collaboratively with the Supervising Teacher. During this transitional period into full classroom instruction, the Student Teacher should begin to have full instructional responsibility of some portion of the curriculum, such as a unit or content area. The Student Teacher might also work one-on-one with individual students, work with small groups, and/or co-teach portions of full-class instruction. The Student Teacher might also begin to engage in such tasks as providing feedback on student work and preparing instructional resources.

### **Stage 2: Full Instructional Responsibility**

No later than the fourth week of the first placement (and ideally by the third week) and no later than the third week of the second placement (and ideally by the second week), the Student Teacher should have full instructional responsibility of the classroom. This demands total commitment on the part of both the Student Teacher and the Supervising Teacher. The Student Teacher should expect to commit the necessary time and resources for student learning with the help of the Supervising Teacher. The Supervising Teacher should allow some flexibility in planning for the Student Teacher making sure that student learning remains the top priority. *The Supervising Teacher remains the final authority in terms of students’ academic progress. Discussion, observations, reflections, and constant feedback from the Supervising Teacher are a vital part of the instruction component.*

A minimum of four weeks of full instructional responsibility is required for each placement. However, it is recommended that full instructional responsibility represent 70-75% of the total student teaching experience. REMEMBER, however, that the Supervising Teacher is still the only person in the classroom both legally and contractually responsible for the instruction and learning in the classroom.

Around the midpoint in the Full Instructional Responsibility phase, the Student Teacher and Supervising Teacher will conduct a conference regarding the Student Teacher’s mid-placement assessment. This is an important formative assessment, and provides a critical opportunity for each member to reflect on the Student Teacher’s performance to date, areas of strength, and areas for improvement. This mid-placement conference should focus on areas of strength and improvement. Complete and use the Block IV Student Teaching Assessment Rubric, which can be found in Appendix D to guide your discussion. The Assessment will be completed online via a link that the Coordinator of Student Teaching will provide the Supervising Teachers and University Supervisors.

### **PHASE THREE: TRANSITIONING OUT OF THE CLASSROOM**

The final phase of student teaching should conclude the student teaching experience with the following activities:

- Transition instructional and non-instructional responsibilities from the Student Teacher back to the Supervising Teacher.
- Prepare the students for the departure of the Student Teacher.
- Return instructional materials, keys, parking pass, grade book, student work, and any other items assigned by the Supervising Teacher/school.
- Complete observations of teachers in and out of the grade level or content area and of other professionals and activities in the school in order to gain insight into the whole school environment (e.g., counseling office, special education classes, club activities, athletics, etc).
- Discuss the student teaching final assessment with the Supervising Teacher and University Supervisor. Review mid-placement assessment and discuss efforts and success in areas for improvement.
- Reflect on observations done by the Supervising Teacher and University Supervisor.
- Refine personal philosophy of teaching and learning.
- Request letters of recommendation.

## ROLES & RESPONSIBILITIES

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All forms referenced in this section can be found in the Appendix & online at <http://www.IUPUC.edu/education/StudentTeaching>

Student teaching requires a full-time commitment on the part of the Student Teacher. Students may take no more than one other course during this period of time. (Taking an additional course must be approved by the student's advisor). In addition, Student Teachers are discouraged from holding part-time, evening and weekend jobs, as these added demands will cut into time that should be spent planning and preparing lessons and materials, and will diminish opportunities for involvement in after-school meetings and extra-curricular activities. Coaching for schools other than the one in which you are completing your student teaching placement is also discouraged. Participation in the total education activities of the school is regarded as an integral part of the student teaching experience.

Fundamentally, the Student Teacher must consider oneself to be a beginning professional and must behave as one. Student Teachers are expected to act professionally, working with the Supervising Teacher, the University Supervisor, professional colleagues, and students to strengthen their skills, knowledge, and understandings as a teacher.

### **Student teachers may NOT...**

- participate in any job actions (strikes or picketing).
- administer or witness corporal punishment.
- transport any student in his or her own vehicle.
- share inappropriate materials with any students. This includes emails.
- visit students in their homes or in private.

## STUDENT TEACHER RESPONSIBILITIES

### *To the University Supervisor*

- Submit the following at the beginning of each placement:
  - Schedule of Student Teaching (Appendix A)
  - Weekly Schedule (Appendix B)
- Submit the following at the end of each placement:
  - Experience Record (Appendix C)
- Submit a reflection at the end of each week (or according to the timeline upon which you and your University Supervisor agree). You will reflect in writing on something that happened during the week. At the end of the week, email the reflection you wrote that week to your University Supervisor.
- Communicate changes in your schedule.
- Communicate concerns or problems that arise during placements.

### *To the student teaching program*

- Attend all Student Teaching Seminar's at IUPUC. (If a seminar is missed, an alternative assignment will be given.)

### *To the Supervising Teacher and students*

- **Be prepared.** Allow plenty of time to arrive at school promptly. When the school day has ended, *do not leave before the Supervising Teacher is scheduled to leave the school.* If the Supervising Teacher requests different times to meet or an evening work session, it is the professional responsibility of the Student Teacher to meet these expectations.
- **Dress and act professionally.** The Student Teacher is a role model for students, not only in appearance, but also in language use and mannerisms. Students' should address the Student Teacher and Principal as *Mr., Ms., or Mrs.* Professional behavior will allow the Student Teacher to establish credibility with students, colleagues, administrators, and parents.
- **Follow school policies.** As a guest in the school and a beginning professional, Student Teachers must respect and follow all school and corporation policies associated with professional conduct, student interaction, and academic responsibilities (e.g., lesson plans and assessments).
- **Show initiative.** Student Teachers should “get involved.” Listen, and ask questions about the school and the students. Observe how the Supervising Teacher handles the class and volunteer for activities. Assist in housekeeping duties and routine procedures. Participate in teacher meetings, open house, and school events.
- **Communicate.** Be an active member of the Student Teaching Triad. Discuss and reflect with the Supervising Teacher and the University Supervisor on their experiences, ideas, and strategies for improvement. Actively participate in the mid-placement and final assessment conferences.
- **Be open-minded.** The School of Education has prepared each Student Teacher to develop a unique teaching style; however, *the Student Teacher should respect the policies and procedures of the school and the Supervising Teacher.* Flexibility is the “key” to success in student teaching.
- **Ask for help.** Student Teachers are learning and growing as professionals. Professionals understand when to ask for help. The Supervising Teacher and University Supervisor are available to support the needs of the Student Teacher.
- **Gain an Understanding.** Learn the rationale behind and the purposes for classroom lessons, units, and school programs. Develop (write out) daily lesson plans and unit plans with the help and approval of your Supervising Teacher.
- **Observe Confidentiality of Student Information.** Information about students shared by school staff or acquired from school records must be handled professionally and kept in confidence.
- **Be Patient.** Organize time; get enough rest; eat well; and avoid undue stress while student teaching. The Student Teacher will perform best if he or she is fresh and mentally alert.

## **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.
- Complete the Block IV Student Teaching Assessment Rubric, which can be found in Appendix D. Discuss the completed rubric with your Student Teacher. This should be completed at mid-term and at the end of Student Teaching. The Assessment will be completed online via a link that the Coordinator of Student Teaching will provide the Supervising Teachers and University Supervisors.

### ***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.

### ***To the student teaching program***

- Complete appropriate administrative paperwork.
- Become familiar with the university expectations of Student Teachers and the assessment forms.
- Submit a copy of both your mid-term and final assessment to the University Supervisor.

## UNIVERSITY SUPERVISOR RESPONSIBILITIES

### *To the Student Teacher*

- Observe and visit each Student Teacher at least four times per placement (about once every two weeks). Each observation will include a minimum of one full instructional session or period.
- Provide written feedback following each observation using a Student Teaching Communicator.
- Arrange to see math, Language Arts, and other content areas for which the Student Teacher is responsible.
- Help facilitate improvement with the Student Teachers using the Block IV Mid-Term/Final Placement Assessment Rubric.
- Provide support and guidance with professional ethics, employment services and opportunities, and interviews with prospective employers.
- Complete one GENERAL EDUCATION student teaching assessment rubric (for both general education and dual license placements) for each Student Teacher.
- Recommend the Student Teacher's final grade (S/F) based on the collaborative work with the Supervising Teacher.

### *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.

### *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.
- Report any problems with the student teaching experience to the Student Teaching Coordinator immediately.
- Submit copies of observation notes and experience records for each Student Teacher to the Student Teaching Coordinator.
- Make sure all necessary and final paperwork and assessments from all members of the student teaching triad are submitted to the Student Teaching Coordinator within two weeks of completion of the placement.

## **POLICIES & EXPECTATIONS**

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### **ABSENSES & TARDIES**

Student Teachers are expected to be at their schools during each day of their placements and are expected to arrive on time. However, if unforeseen circumstances arise and 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. Absences for ANY reason during the student teaching placement will result in an extension of the student teaching experience. Repeated tardies may result in the student teaching placement being extended or discontinued (resulting in a failing grade). Any planned absences must be approved by the student's University Supervisor. An absence without VERBAL notice to your Supervising Teacher and EMAIL or VERBAL notice to your University Supervisor is considered UNEXCUSED and may result in a cancellation of your student teaching placement.

### **ACTIVITY PARAMETERS**

Student Teachers may not act as a paid substitute if the Supervising Teacher is absent. Student Teachers 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. Student Teachers 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). Student Teachers are also not to perform unsupervised responsibility for any extracurricular activities or events. An employee of the school district must be responsible and attending the activity or event.

### **CALENDAR & VACATIONS**

It is the policy of IUPUC that Student Teachers WILL follow the calendar of the respective school corporation. *While a Student Teacher may report to their school prior to these dates (if invited to do so by their Supervising Teacher), they may not apply towards their number of total student teaching days any days attended/worked that occurred before the official teacher return dates of the district.*

### **CONFIDENTIALITY**

Student Teachers are expected to maintain confidentiality rights of students and their Supervising Teachers and should be discrete with any information, confidential or otherwise. This means that Student Teachers should refrain from discussing students and Supervising Teachers at home or out in the community.

### **IUPUC SEXUAL HARASSMENT POLICY**

IUPUC is committed to the principles of equal educational and employment opportunities for all persons and to positive action toward the elimination of discrimination in all aspects of university life including student teaching. Any concerns about possible sexual harassment during the student teaching experience should be directed immediately to the Education Division Head.

## **SNOW DAYS**

If the Student Teacher's school is dismissed for snow, and the faculty is not expected to report, then the Student Teacher will not be expected to report to school on that day. Days missed due to weather during the student teaching placement will result in an extension of the student teaching experience. Two-hour delays are considered FULL teaching days and are not made up.

## **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, 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.

## **WITHDRAWAL OR INCOMPLETE**

If a Student Teacher withdraws, does not complete, or fails the student teaching experience, the appropriate form must be completed by the University Supervisor, shared with the Student Teacher, and signed by the University Supervisor and Student Teacher. A copy of the form is available from the Education Division Head (812-348-7325).

## **FAILURE**

At the discretion of the IUPUC Coordinator of Student Teaching, with input from the Student Teaching Triad and the IUPUC Head of the Division of Education, a student teaching placement may be considered a failed placement in any of the following circumstances:

- Repeated tardies
- Repeated absences
- A request by the school Principal, the Supervising Teacher, the University Supervisor, or the Coordinator of Student Teaching *at any point during the placement* to have the Student Teacher removed from the placement/school due to substantiated concerns (as determined by the Coordinator of Student Teaching). These concerns may be related to these or other issues: dispositional issues, ability to interact with students and/or adults, understanding of content and/or pedagogy, ability to function appropriately in a school, and/or professionalism.
- Inadequate performance as evidenced by the Student Teacher's completed mid-placement or final placement Student Teaching Assessment Rubric (regardless of the placement) as completed by the University Supervisor and/or the Supervising Teacher.
- ANY ratings of "Unacceptable" on the FINAL Student Teaching Assessment Rubric.

## **STUDENT TEACHING REQUIREMENTS**

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*All forms referenced in this section should be completed for **each** placement and can be found in the Appendix & online at <http://www.IUPUC.edu/education/StudentTeaching>*

### **SCHEDULE OF STUDENT TEACHING**

Student Teachers should ask for their Supervising Teacher's schedule which includes arrival time for teachers and students, dismissal time for teachers and students, lunch times and special plans and dates such as days school will not be in session, professional meetings, community-school events, etc. **TURN THE COMPLETED FORM IN TO YOUR UNIVERSITY SUPERVISOR.** (Appendix A)

### **WEEKLY SCHEDULE**

Student Teachers should also ask for their Supervising Teacher's DAILY CLASS schedule which includes times of special classes, extra duties such as bus or lunch duty, lunch times, as well as the teaching blocks that occur during the day (Reading, Math, Science, etc.). Both the Schedule of Student Teaching and the Weekly Schedule will help the University Supervisor schedule observations. **TURN THE COMPLETED WEEKLY SCHEDULE FORM IN TO YOUR UNIVERSITY SUPERVISOR.** (Appendix B)

### **EXPERIENCE RECORD**

Student Teachers are required to keep a record of the time spent in three areas: (1) Teaching, (2) Preparation & Participation and (3) Observation. At the end of each placement, Student Teachers are to have their Experience Records signed by the Supervising Teacher. **TURN THE SIGNED AND COMPLETED EXPERIENCE RECORD IN TO YOUR UNIVERSITY SUPERVISOR.** (Appendix C)

### **SEMINARS**

Student Teachers are required to attend seminars held by the Coordinator of Student Teaching throughout the student teaching experience. Important information regarding licensing, graduation, resume writing, mock interviews and other topics will be covered. Student Teachers will also have the opportunity to discuss their placements with others in their cohort. Seminars are **MANDATORY**. If a seminar is missed, an alternative assignment will be given.

# STUDENT TEACHING FORMAL ASSESSMENT PROCESS & GRADES

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## OVERVIEW

Two student teaching experiences are designed to focus on summative aspects of the teacher education program: Block III focuses on instruction and Block IV focuses on professionalism and teacher leadership. Together, these experiences allow Student Teachers to practice the skills they have acquired, to reflect on the integration into a classroom setting of the theories and skills learned, and to grow professionally in preparation for their first year as a classroom teacher. Each experience has a unique set of assessment criteria, developed to complement the practice, reflection and growth within each student teaching phase.

This assessment should be completed by the Supervising Teacher at two different times during the student teaching placement:

- Mid-Placement: Towards the end of week 4
- Final Placement: Towards the end of week 7

The assessment is completed once by the University Supervisor at the end of the placement.

### *Mid-Term Assessment Process*

The Student Teaching Assessment Rubric, is to be completed by the Supervising Teacher. Indicate levels of performance of the Student Teacher relative to each of three elements of the Six Guiding Principles. Incorporate examples in the Notes/Evidence sections. These comments should represent an honest, clear assessment of the Student Teacher's performance to date.

- 1) Schedule a time to discuss the form with the Student Teacher. Integral to the conference is a discussion of the Student Teacher's performance, her/his skills, and areas for growth through the remainder of the student teaching experience. This will also be shared with the University Supervisor. Include a brief narrative on the form including a description of placement and class(es) in which the Student Teacher worked.
- 2) Analysis of the Student Teacher's performance in *all* aspects of teaching – lesson plans, delivery, learning, assessment, relationship with students and differentiation of instruction;
- 3) Include specific examples to support analysis of Student Teacher's abilities.

### *Final Assessment Process*

The purpose of this student teaching performance assessment is to provide:

- the Student Teaching Triad with specific examples of activities and work for discussion, constructive feedback and reflection throughout the student teaching experience.
- the Student Teaching Triad and education faculty with a summative performance assessment of the student's preparation.
- education faculty with examples of Student Teachers' performance as evaluative data of the quality of the preparation program(s).

## STUDENT TEACHING RUBRIC

*A link to completing the assessments will be emailed to the Supervising Teachers and University Supervisors during week 4 (for the midterm) and week 7 (for the final). All assessments are now completed online via Chalk & Wire.*

### GUIDELINES FOR COMPLETING RUBRICS

#### ***Mid-Term vs. Final Feedback***

When completing the assessment at mid-term, the Supervising Teacher should focus on ways in which his/her ratings and feedback can be used to help the Student Teacher set goals for the second half of his/her placement. When completing the assessment at the end of the placement, the Supervising Teachers should indicate ways in which the Student Teacher has shown growth from the time of the mid-term assessment.

#### ***Reviewing the Completed Assessment with the Student Teacher***

Once an assessment has been completed, the Supervising Teacher should set up a time to meet with his/her Student Teacher in order to review assessment feedback with him/her. (The mid-term meeting should take place no later than the beginning of week 5, and the final meeting should take place no later than the beginning of week 8.)

### STUDENT TEACHING GRADE

Student teaching is graded on an S/F basis. A “Satisfactory” grade is based on the assessments completed by and recommendations of the Supervising Teacher and the University Supervisor.

If student teaching is interrupted and the Student Teacher is doing satisfactory work at the time, a grade of “I” (Incomplete) may be recorded. Arrangements with the Coordinator of Student teaching and the Education Division Head would be required to remove an “Incomplete” grade.

In the event that a student should receive an “F” (Failure) for the student teaching experience, it will be up to the discretion of the IUPUC Head of the Division of Education to determine, based on circumstances surrounding the failed placement, whether the student will be allowed the opportunity to repeat the student teaching experience in its entirety.



**APPENDIX B**

**IUPUC DIVISION OF EDUCATION  
Weekly Schedule**

<b>Indicate Current Placement</b> <input type="checkbox"/> <b>1<sup>st</sup> Placement</b> <input type="checkbox"/> <b>2<sup>nd</sup> Placement</b>
---

Name: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject					
Time & Room					
Subject					
Time & Room					
Subject					
Time & Room					
Subject					
Time & Room					
Subject					
Time & Room					
Subject					
Time & Room					
Subject					
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Time & Room					
Subject					
Time & Room					

- If known, please give approximate dates you will begin teaching each subject.

APPENDIX C

IUPUC DIVISION OF EDUCATION  
Experience Record

Indicate Current Placement  1<sup>st</sup> Placement  2<sup>nd</sup> Placement

Name: \_\_\_\_\_

Dates of Student Teaching: \_\_\_\_\_ Subject &/or Grade Level: \_\_\_\_\_

Supervising Teacher: \_\_\_\_\_

School: \_\_\_\_\_ School Corporation: \_\_\_\_\_

**Directions:** At the end of each week of student teaching/practicum, record the number of hours to the nearest half-hour devoted to each category. Although there are no minimal requirements, 90 hours for an 8-week placement would be considered a minimum number of hours of teaching. This form is required and must be kept up-to-date in order for the student teaching office to be able to verify the number of actual hours for future licensure in other states. Total the hours in each category, have your Supervising Teacher sign the form and return it to the Student Teaching Office or your University Supervisor at the end of your experiences. **Complete a separate form for each student teaching placement.**

- A. **Teaching:** Time spent providing direct instruction to whole classes, small groups or individuals.
- B. **Preparation/Participation:** Time involved in planning, correcting papers, evaluating home visitations, faculty meetings, in-services, parent conferences, attending assemblies & extra-curricular activities, home-room duties, study hall supervision, etc.
- C. **Observation:** Time spent observing the Supervising Teacher or other teachers.

Week #	1	2	3	4	5	6	7	8	9	10	TOTAL
A. Teaching											
B. Preparation/Participation											
C. Observation											
GRAND TOTAL											

Supervising Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_