
Indiana University Northwest
School of Education
Initial Program

Student Teaching Handbook

Revised May 2011



Student Teaching and Field Placement

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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/role of student teaching is to provide the opportunity for the demonstration of instructional competence for the beginning professional educator and the acquisition of experience and further knowledge. 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 a mutual responsibility of the cooperating teacher and the university supervisor, who are proven successful classroom teachers and/or administrators. The extent of actual student teacher or practicum student involvement and the assumption of full class responsibilities rest upon the mutual agreement of the candidate, the cooperating teacher, and the university supervisor, who make up the Student Teaching Partnership. The basic role of the partnership members is to work as a team through constant communication to support, enhance, and prepare the student teacher to become a reflective professional.

Student teaching is a full-time, full-day responsibility for the student teacher.

Students are not to take any courses while student teaching except in rare cases when approval has been granted (by the Director of Student Teaching). In addition, student teachers are strongly discouraged from holding part-time, evening and weekend jobs, as these will add demands that will cut into time that should be spent planning and preparing lessons and materials. They will also diminish opportunities for involvement in after-school meetings and extra-curricular activities. Student teachers should participate in the total education activities of the school is regarded as an integral part of the student teaching experience and is neither optional nor supplemental. Given that it is the culminating experience, student teaching and all the associated responsibilities are the student teachers' number one priority throughout the experience. Fundamentally, the student teacher must consider oneself and behave as a beginning professional. Student teachers are expected to act professionally, working with the cooperating teacher, the university supervisor, professional colleagues, and students to strengthen their skills and knowledge as a teacher.

THE STUDENT TEACHING EXPERIENCE

All members of the partnership will evaluate the student teaching experience, including collaborative development of the Midterm and Final Evaluations.

The Student Teaching Phases

The student teaching experience should follow a natural progression of increasing student teacher immersion into the full responsibilities of a teacher. The following graphic representation is a guide based on an 8-week, 12-week, and 15-week placement. It is important to note that this serves only as a guide. Specific lengths and activities of each phase will be determined by the student teaching partnership.

PLEASE NOTE THAT:

- A. A 15-week student teaching assignment requires 75 days attendance
- B. A 12-week student teaching assignment requires 60 days attendance
- C. An 8-week student teaching assignment requires 40 days attendance

The Student Teaching Experience

Week-to-Week Guidelines

Orientation Assignment (completed prior to all placements)					
1	Phase 1	1	Phase 1	1	Phase 1
2	Phase 1	2	Phase 1	2	Phase 1
3	Phase 2	3	Phase 2	3	Phase 2
4		4		4	
5	Phase 2	5	Phase 2	5	Phase 2
6		6		6	
7	Phase 3	7	Phase 2	7	Phase 2
8		8		8	
		9		9	
		10	Phase 3	10	
		11		11	
		12		12	
				13	
				14	Phase 3
				15	

Phase 1 – School orientation and observation

This phase should allow the Student Teacher an opportunity to become familiar with school policies, classroom routines, building personnel, classroom objectives, procedures, and individual students. During this observation phase, the Student Teacher should be provided opportunities to assist in instruction and discuss observations. There is not a minimum or maximum observation period prior to the actual “teaching” period.

Phase 2 – Participation and Instruction

During this phase, the Student Teacher should be provided opportunities to assist and plan with the Cooperating Teacher. The Cooperating Teacher should **gradually increase** the responsibilities of the Student Teacher in performing routine duties, working with individuals and small groups, etc. This phase is an ideal time to collaboratively plan, establish team-teaching strategies, and provide *opportunities to observe in other classrooms*. The Cooperating Teacher should offer the Student Teacher support and modeling while encouraging independence. The Cooperating Teacher should provide continuity for the classroom.

As Student Teachers develop skills and confidence, the Cooperating Teacher should relinquish more duties to the Student Teacher. It is requested that the Student Teacher be provided lead teaching time equivalent to at least 50% of the total time of the placement period (This is a minimum amount of time, more time in charge of the class is allowed). The Student Teacher should be involved in instructional activities as early as possible. The length of head teaching will depend upon such factors as: 1) nature of the classes; 2) progress of the Student Teacher; 3) judgment of the Cooperating Teacher; 4) responsibility and maturity of the Student Teacher; and 5) policy of the school system. During this phase, Student Teachers should have increased responsibility, primary control of planning, teaching, and evaluation of students.

Phase 3 – Transition, observation, and reflection

The purpose of this phase is to provide a smooth transition of responsibilities from the Student Teacher back to the Cooperating Teachers. While the Student Teacher will continue to assist with various aspects of teaching, they should also be provided opportunities to observe in other classrooms and at various grade levels.

RESPONSIBILITIES OF THE STUDENT TEACHER

The Student Teacher is responsible for:

- attending school each day unless an illness or emergency occurs.
- arriving at school promptly and remaining throughout the school day.
- participating in all professional activities that are expected of the classroom cooperating teacher.
- providing a phone number to the classroom Cooperating Teacher/Teacher Instructor/Mentor.
- respecting the confidentiality of the classroom Cooperating Teacher/Teacher Instructor/Mentor, students, and school personnel throughout the experience and beyond.
- allowing time to confer **regularly** with the classroom Cooperating Teacher/Teacher Instructor/Mentor.
- completing lesson plans for the Cooperating Teacher/Teacher Instructor/Mentor to review **prior to** implementing lessons.
- writing reflections or self-evaluations on a regular basis.
- following school rules, procedures, and policies.
- communicating in a professional manner with students, parents, and professionals.
- dressing in a professional manner.
- assisting with routine procedures and non-teaching duties as assigned by the Cooperating Teacher/Teacher Instructor/Mentor.
- co-planning and co-teaching in preparation for assuming full planning and instructional responsibilities.
- adhering to all policies located herein.
- participating in the three-way mid-term conference which includes discussion of the student teaching disposition forms.

Any time that a SOE candidate is assigned a field or a student teaching experience, it is important for that candidate's dress, behavior and speech to meet high professional standards. Any candidate who is assigned a field or a student teaching experience is there for one reason – to facilitate the learning of P-12 students. Everything a candidate does during his/her assignment must support that mission.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University Supervisor is responsible for:

- introducing himself/herself to the building principal and providing that individual with a copy of this handbook.
- visiting the Student Teacher in the placement during the first week and a half to address any initial questions or concerns.
- conducting the required number of observations of the Student Teacher and documenting these on the required forms.
- reviewing lesson plans and reflections as part of the observation and conferring with the Student Teacher about these.
- conferring with the classroom Cooperating Teacher/Teacher Instructor/Mentor and the Student Teacher about the Student Teacher's progress.
- facilitating the three-way mid-term conference to include a discussion on the student teaching disposition forms appropriate for each individual.
- providing the Student Teacher with the opportunity to discuss concerns or problems, which the Student Teacher may not feel comfortable discussing with the classroom Cooperating Teacher/Teacher Instructor/Mentor.
- assisting both the Student Teacher and the classroom Cooperating Teacher/Teacher Instructor/Mentor with problems during the experience.
- advising the Director of Student Teaching, in writing, of any serious questions or problems related to the Student Teacher's progress within the first four weeks of the start of the placement period.
- completing forms documenting classroom observations.
- completing Student Teacher disposition form with the Cooperating Teacher
- Collect all paperwork from the Cooperating Teacher to be turned in (see Check List)

RESPONSIBILITIES OF THE CLASSROOM COOPERATING TEACHER

The classroom Cooperating Teacher/Teacher Instructor/Mentor is responsible for:

- introducing the Student Teacher to professionals and staff in the building.
- providing general information to the Student Teacher about arrival time, procedures for reporting absences, policies related to parent communication, etc.
- providing information to the Student Teacher about school rules, procedures, and policies related to discipline and classroom management.
- providing the Student Teacher with a workspace and a place to store personal belongings.
- preparing the pupils in the class so they understand and respect the Student Teacher.
- acquainting the Student Teacher with the instructional program, materials, and other available resources.
- assigning and helping the Student Teacher assume responsibility for non-teaching duties.
- planning a schedule with the Student Teacher that allows the Student Teacher to gradually assume instructional responsibilities.
- allowing the Student Teacher to have the opportunity to observe sound professional practices, which facilitate the process of teaching and learning.
- discussing classroom management strategies and helping the Student Teacher understand the rationale and theory behind such practices.
- conferring with the Student Teacher on an ongoing basis to enhance planning, instructional practices, and the professional development of the Student Teacher.
- reviewing student teacher's lesson plans and making suggestions for improvement.

- observing the Student Teacher while teaching and providing supportive suggestions during follow-up conferences.
- familiarizing the Student Teacher with pupil evaluation practices and reporting activities.
- conferring with the University Supervisor about the Student Teacher's performance.
- documenting the Student Teacher's performance and participating in a three-way mid-term conference, which includes completion and discussion of the student teaching disposition forms.
- completing formative and summative evaluations.
- completing appropriate paperwork related to the particular program of each respective Student Teacher and turning it in to the University Supervisor.
- completing the Student Teacher disposition form with the University Supervisor.

The Conceptual Framework

The mission of the initial program in the School of Education (SOE) at Indiana University Northwest (IUN) is to provide the beginning teacher with the knowledge, dispositions, and performances essential to becoming a reflective professional; one who critically examines teaching practices, makes informed decisions, and solves problems. Appropriately, the basis of all undergraduate teacher preparation activities in the SOE, are centered on the knowledge, skills and dispositions which advance the development of the reflective professional. The faculty believes that the beginning teacher needs to be capable of reviewing, instructing, reenacting, and evaluating student performance, as well as their own. This conceptual framework shapes the entire preparation of the reflective professional.

COMMUNICATION SKILLS

The reflective professional demonstrates appropriate listening, speaking, reading, and writing skills with all stakeholders within the educational community and uses these skills effectively in the instruction of students and in communications with parents and fellow professionals.

HIGHER-ORDER THINKING SKILLS

Reflective professionals implement the teaching practices that challenge and help students to become better thinkers and better learners. Becoming smarter means becoming a better problem solver by developing higher-order thinking skills. Reflective professionals should model and lead students to improved critical thinking and reasoning processes and teach students to be better problem solvers in general and throughout the curriculum

INSTRUCTIONAL MEDIA AND TECHNOLOGY

Today's teachers are responsible for students who work and learn in the rapidly advancing, technological world. Reflective professionals use instructional media and technology to effectively facilitate planning, delivery, and reinforcement of student learning. Reflective professionals develop fundamental adaptable concepts and skills to effectively manage their students' use of media and technology as the new tools of production and communication

LEARNING AND DEVELOPMENT

The reflective professional understands how children learn, selecting and using the best classroom practices from various theories of learning and development. In addition, the teacher acknowledges and attends to special needs students and diverse learning styles.

SCHOOL CULTURE AND DIVERSITY

The reflective professional is able to create a school culture that acknowledges the diverse needs of students. To this end, the teacher must have a meaningful understanding of how cultural differences are related to school achievement as well as an appreciation of the need to promote an inclusive and equitable school environment for all students.

INSTRUCTIONAL DESIGN AND DELIVERY

Reflective professionals demonstrate an understanding of content to be taught and are able to plan effective lessons. These lessons combine their own creative ideas while drawing on educational research and best practice. When delivering lessons, reflective professionals effectively employ effective questioning techniques and active learning activities.

CLASSROOM MANAGEMENT

Reflective professionals proactively establish positive relationships with and among their students. They create safe and caring learning environments and present to them relevant and meaningful curricula. Reflective professionals encourage and model behaviors supportive of the democratic society of which their students are a part. And as necessary they employ appropriate techniques to respond to student behaviors.

ASSESSMENT AND EVALUATION

The reflective professional plans, instructs, and evaluates student learning using various assessment strategies. The competent use of portfolios, teacher-made tests, and standardized assessments are essential to reflective teaching practices. The reflective professional also understands the importance of diversity, confidentiality, and other ethical considerations in the use of assessment information in school decision-making.

PROFESSIONAL DEVELOPMENT

The reflective professional develops productive relationships with school colleagues, parents, and community agencies to form collaborations that promote school and personal career goals, culminating in teacher and student growth. Commitment is made to continuous life-long reflection of practice, learning about up-to-date innovations and implementing effective practices that help all students achieve high standards of learning. Professional association memberships, educational conference participation, and successful development of expertise in content, pedagogy and leadership—mirroring national standards for effective teaching—serve to recast the reflective professional’s roles and responsibilities to school reform.

University
Expectations

ATTENDANCE

Students will begin the student teaching experience in accordance with their school site calendar (August or January start date). You should notify 1) your Cooperating Teacher and school, 2) your University Supervisor and 3) the Student Teaching Office, as soon as you know you will be absent. It is preferable that you notify all stakeholders the night before your expected absence. A Student Teacher is expected to follow the attendance policies of the school to which he or she is assigned.

ILLNESS

1. An ill person should not expose pupils or other adults to his or her communicable diseases. The university student is expected to use common sense. You should stay home when you are really ill. You should go to school if you are merely weary or tired. Please remember, your missed days DO NOT count toward completion of your placement.
2. If a Student Teacher is ill, he or she should notify the person who has been designated by the building principal (or School Corporation) for such a purpose. Such notification should be done within the limits, which are required of classroom teachers, e.g., **before 7:30 a.m.** All necessary stakeholders should be notified of any absence as soon as possible.
3. Extended illnesses, which keep the Student Teacher from teaching, will be evaluated on an individual basis. Credit cannot be given for work which has not been done. An individual may be required to do additional work for those lost days.
4. Habitual absences due to one-day illnesses will be treated as an extended illness. Once a Student Teacher misses seven days of school, the student teaching experience will be cancelled. If this occurs, the student will need to reapply for another placement according to appropriate deadlines posted in the Student Teaching and Field Placement office located within the Office of Student Services, Hawthorn Hall 354 B.

Illness of children or other family members is an excuse for absence from the classroom ONLY if the children or family member is serious illness. This judgment has to be made on an individual basis. It is not acceptable to be absent because a son or daughter is home from school with a mild illness. Baby-sitting arrangements should have been made previously for such possible events.

TARDINESS

Habitual tardiness is not acceptable professional behavior. Parents have delegated responsibility for their children to you for a particular part of the day, and you are legally accountable for their welfare. You add to the burden of your colleagues when they must do your job as well as their own. Excessive tardiness may result in the cancellation of your student teaching assignment.

LEAVING A PLACEMENT WITHOUT NOTICE

If the Student Teacher quits student teaching at any time during the scheduled dates, that student will receive an unsatisfactory grade and no new placement will be provided. The student will have to reapply for a new placement (if one can be found).

VACATION PERIODS

Student Teachers will observe the vacation periods of the school to which they are assigned and not the University vacation schedule.

SCHOOL CLOSINGS

Since Student Teachers must meet both certification standards of the State of Indiana and University graduation requirements, school closings and adjustments in attendance days may result in adjustments in the student teaching period.

STUDENT TEACHING SEMINARS

During the semester, the Director of Student Teaching will sponsor seminars and other activities the Student Teacher will be expected to attend. Absence or tardiness at any one of these sessions, regardless of the circumstances, could **extend by one week or cancel** your student teaching assignment and/or result in additional assignments at the discretion of the Director of Student Teaching.

TEACHER STRIKES

Indiana University Northwest has the responsibility of protecting the academic credit and qualifications for certification of students. The university takes a neutral position in the differences between the participants in a strike within a school corporation.

It is our charge to make it possible for a student to complete the program for which he/she has registered, i.e., student teaching. Therefore, the faculty has adopted the following guidelines:

1. After the strike is actually called, all students must remain at home, and wait for university action in response to the strike (reassignment, etc.).
2. When the university receives official notification that a strike is on, the following steps will be taken in behalf of Student Teachers: The superintendent's office will be notified by telephone that all the Student Teachers will be reassigned immediately and permanently. Confirmation of the oral notice will be made in a written communication to the superintendent.
3. Classroom teachers and supervisors will receive remuneration on a pro-rated basis.

STUDENT TEACHERS AS SCHOOL EMPLOYEES

Student Teachers shall remain students of the Institution and shall not be employees of the School Corporation for any purpose except as limited below:

- a. Student Teachers and Practicum students shall be under the directions and control of the School Corporation through the Cooperating Teacher/Teacher Instructor/Mentor, Principal, and other administrative personnel while they are on the premises of the School Corporation.
- b. The School Corporation shall provide Student Teachers and Practicum students the same protection against liability arising in connection with their assignments and projects at the School Corporation as is provided for members of the School Corporation's permanent faculty.

SUBSTITUTING

A question often asked by Student Teachers is, "What should I do if my Cooperating Teacher is absent and there is no substitute provided to offer direct supervision?" In response to this question, we offer this set of guidelines to inform you and offer a brief explanation regarding the importance of direct supervision in the form of a regular teacher or substitute.

1. As a Student Teacher, you should never operate in a building without direct supervision. This does not mean that the regular teacher or the substitute teacher need be physically with you at all times as you develop and practice your teaching skills. It does mean that the regular teacher or the hired substitute teacher must be in the building and you should know how to contact him/her.
2. If your regular/mentor teacher is absent from school, the school corporation should provide a substitute to assume the duties of the regular teacher. In this case, those duties include direct supervision of you, the Student Teacher.
3. If the school corporation does not provide a substitute, as soon as practicable, you are obligated to report to the responsible person (the principal, his/her secretary or the building administrator responsible for substitutes) that your teacher is absent and there is no substitute to provide direct supervision. Also inform the responsible person that Indiana University Northwest requires that each Student Teacher be supervised by the regular teacher or a substitute hired for the purpose of assuming the duties of the regular teacher.
4. If the substitute is in transit, ask the responsible person (the principal, his/her secretary or the building administrator responsible for substitutes) to **contact** and **assign** a regular teacher on his/her preparation period to offer direct supervision until the substitute arrives.
5. If the responsible person (the principal, his/her secretary or the building administrator responsible for substitutes) tells you that no substitute has been hired and that you should assume the duties of the regular teacher, or if he/she tells you to assume the duties of the

regular teacher and offers "supervision" in the form of a teacher near your station, or something to this effect, you are **obligated** to contact the Student Teaching Office.

6. An unusual set of circumstances may encourage you to operate in a building without direct supervision. Regardless of the circumstances, you are under no obligation to operate without **some kind** of supervision by a regular staff member. In these rare and unusual cases, you should inform Indiana University Northwest of **your** decision to operate without direct supervision and explain why it is necessary that you operate in the building without direct supervision in the form of a substitute teacher for your regular, Cooperating Teacher.

Finally, these guidelines reflect a concern that if you operate in a building without direct supervision and something adverse happens to one or more students while under your total supervision, the insurance you purchased for yourself and the insurance purchased by the school corporation to cover Student Teachers may not extend to you. **The phrase "Student Teacher" assumes direct supervision.** Insurance companies offer coverage for Student Teachers based upon the assumption that they will have direct supervision by a regular teacher or substitute.

EMERGENCY PROCEDURES

As soon as possible, you and your Cooperating Teacher should develop procedures to help you deal with a variety of emergency situations (e.g. drug overdose, fights, fires, or illness in your class). Before an incident occurs, you should have a fairly good idea of how to respond to it. Therefore, make sure you review with your Cooperating Teacher the procedures a Student Teacher should follow in case of an emergency. (NOTE: The procedures appropriate for a Student Teacher may be different from the procedures appropriate for your Cooperating Teacher or another teacher in the building. Because schools do not cover your insurance, be cautious when handling emergencies)

LESSON PLANS

Adequate plans should be prepared by the Student Teacher so the Cooperating Teacher or a qualified substitute can take over at a moment's notice without impeding the normal process of instruction.

Objectives should be written in a plan book at least one week prior to instruction. Instructional activities and materials should be briefly but clearly listed. Measurement methods for evaluation and assessment should be explicitly stated. This can be adjusted and will vary with the requirements of each school corporation. The Student Teacher is to follow the guidelines presented by the respective school in which they are placed.

There is one assignment that consists of Unit plans and Lesson plans. Instructions are given in the syllabus for each section.

STUDENT TEACHING FOLDERS

Upon completion of the student teaching experience, you will turn in your completed evaluation paperwork to the Office of Student Teaching and Field Placement for review. You will not receive a grade until you have done so.

NUMBER OF HOURS SPENT IN TEACHING

Students are required to keep a log of time spent teaching and preparing, as well as, any extra-curricular activities. It is the Student Teacher's responsibility to keep an accurate count of hours on the form found toward the end of this book. As a guide to planning, the following standards should generally be met:

A Student Teacher should be deeply involved with both teaching and planning for a minimum of $\frac{1}{2}$ the placement time. The longer the placement the more you should be involved. (Endorsement areas will extend this time).

Observation and visitation should be included only to the extent of the Student Teacher's active involvement. Passive involvement should "set the stage" for deeper, more active participation.

A Student Teacher is sent to experience, which is typical of regular, contractual teaching. He or she should not have artificial situations created for him or her so it will be a "traditional" situation of a teacher alone in a room with thirty pupils. For example, if the situation is team teaching, the Student Teacher should grow into being a full-fledged team member.

PROGRESS

It must be emphasized that the progress of student teaching is developmental. Cooperating Teachers are required to complete observations of the Student Teachers that document their progress in all of the SOE outcomes. The observations are due approximately every three weeks of the student teaching experience. In addition, Cooperating Teachers and University Supervisors will complete a final evaluation at the conclusion of the experience.

GRADING

Indiana University - Grades of "S" (Satisfactory) or "F" (Failed) are utilized to designate the Student Teacher's performance. Your acceptance into student teaching does not mean you will automatically earn an S.

The evaluation of the Student Teacher is a shared responsibility involving 1) the Cooperating Teacher, 2) the Student Teacher, 3) the University Supervisor, and 4) the Director of Student Teaching. Though each of these individuals is expected to make a contribution to the evaluation of student teaching performance, it is the **Director of Student Teaching** who is charged by the university with final authority and responsibility for assigning the grade.

All spa key assessments, except assessments 1 and 2, shall be included in course grades and no student shall receive a passing grade for any course if any of the spa key assessments for that course does not have at least an overall acceptable score.

WORKING AND TAKING COURSES

Although we tell students that student teaching is a full-time job, some persons ignore our counseling. We know from experience that the following responsibilities usually interfere with satisfactory teaching performances:

1. Working while student teaching.
2. Taking other university courses concurrently with student teaching.

The Director of Student Teaching gives permission for extra course work only after the following conditions have been considered:

1. Is the course necessary at this time so that the student can graduate, or can it be taken after student teaching or by correspondence?
2. Is it necessary for the student to add the course to maintain a full load, and has the student been consistently carrying a full load?
3. Does the student have a good G.P.A.? If and when permission is given, it will always be conditional. If the extra course is having a detrimental effect on the teaching performance of the Student Teacher, the Director of Student Teaching will be notified and can withdraw the student from the extra work.
4. To receive permission to take an additional course during student teaching, you must apply to the Director of Student Teaching **in writing**. A written response will be provided to you and is necessary in order to register for the coursework.

*We can sympathize with your financial and social problems,
but we will not pass a student who is performing unsatisfactorily.*

WELFARE OF STUDENTS

Since the major concern will always be the welfare of the pupils, any Student Teacher who puts that welfare in jeopardy by an unprofessional attitude, conduct, or lack of skill in providing for suitable learning will be promptly removed. If an additional student teaching experience seems advisable, the Student Teacher will be notified. In some instances, the student has been advised to withdraw from student teaching. This is a drastic measure and is only taken after a careful review of all the factors and individuals involved.

CORPORAL PUNISHMENT

The Student Teacher is not to be involved with corporal punishment as a means of discipline. School of Education guidelines strictly PROHIBIT use of such measures.

STUDENT INSURANCE

Students are required to provide proof of insurance **before** beginning the student teaching experience. If you have a policy under a teachers' union or other policyholder, you must provide proof of that insurance to the Office of Student Teaching and Field Placement. If you do not have insurance, you may join the ISEA, which provides coverage during the student teaching experience.

CRIMINAL BACKGROUND CHECK

Students are required to have a criminal background check on file as requested by local school corporations. The appropriate materials are available in the Office of Student Services or on the Indiana State Police Website at

https://safehiringsolutions.secure-screening.net/escreening/OApp_LoginEntrance.asp?mode=direct&code=000990

. NOTE: if you are doing the online Limited Criminal History Search please print out the actual background check; **we will not** accept the receipt as the original criminal background check.

Student Teaching Evaluation Process

The assessment process takes place in two stages:

1. Evaluation of student – continuous assessment of Student Teacher development and performance. Completed by the Cooperating Teacher/Teacher Instructor/Mentor and University Supervisor through observation and discussion, also completed by the student through personal reflection and feedback from the Cooperating Teacher/Teacher Instructor/Mentor and University Supervisor.
 - a. Evaluation of Student Teacher performance has two major purposes: (1) to aid the Student Teacher in improving teaching skills, and (2) to portray a meaningful description of the student’s teaching ability. The former usually occurs in the formative stage during conferences held with the University Supervisor and Cooperating Teacher/Teacher Instructor/Mentor while the latter occurs at the end of the student teaching experience. All evaluation should lead to the best positive answer to the questions: “Does this Student Teacher demonstrate the necessary skills, attitudes, concepts, and reflective decision-making techniques required to be an effective teacher?”
 - b. Final evaluation -- The final evaluation is based upon the performance, not potential, of the Student Teacher. Even though the Student Teacher may possess profound potential, evaluation must be based on actual performance during the time the Student Teacher and Cooperating Teacher/Teacher Instructor/Mentor are sharing the experience. In addition, the written final evaluation is to be used in conjunction with the artifacts/assignments created during the student teaching experience.
2. Evaluation of program goals and outcomes Student Teacher, Cooperating Teacher/Teacher Instructor/Mentor and University Supervisor will complete these evaluations.

Cooperating Teacher’s//Mentor/University Supervisor’s evaluation tools

- **Observation forms and final evaluation**
- **Reflection journal**

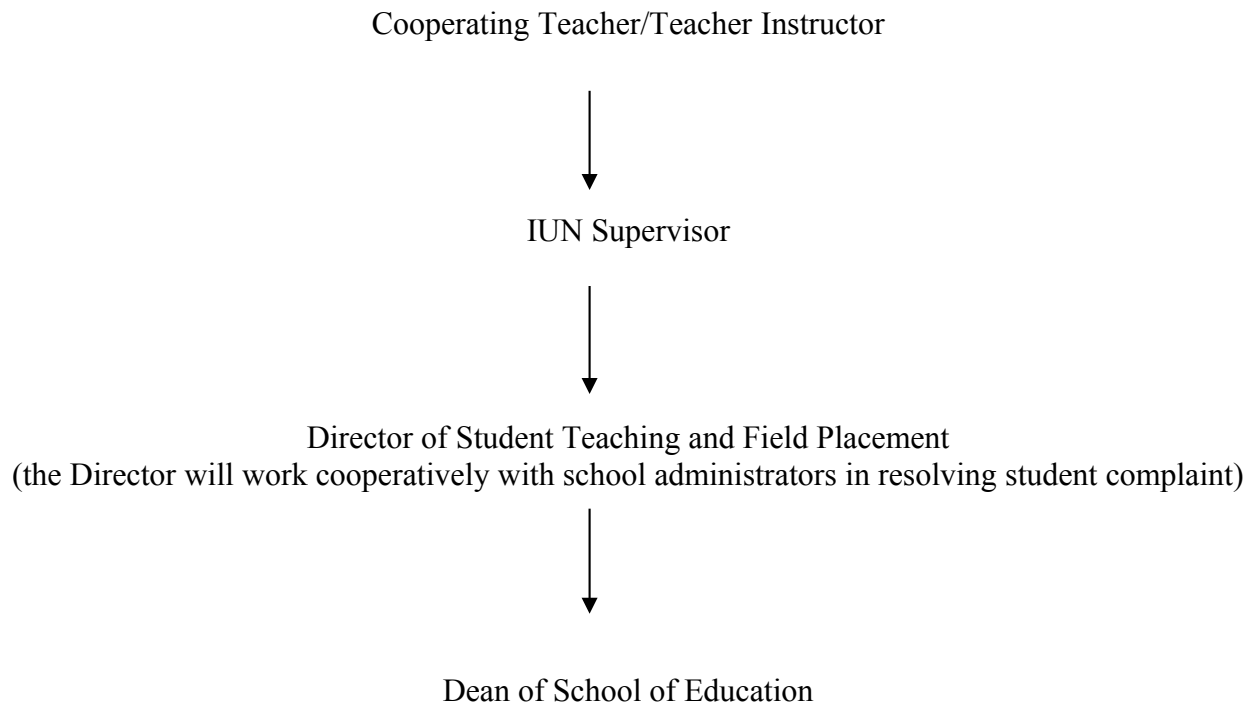
Evaluation process:

1. Every two to three weeks, as scheduled or as necessary, your University Supervisor will come to observe your teaching. Prior to his/her visit:
 - Your Cooperating Teacher/Teacher Instructor/Mentor should observe your teaching and make comments on the provided observation sheets.
 - You are to review your reflection journal and bring it to each meeting.

- You and your Cooperating Teacher/Teacher Instructor/Mentor will review his/her previous observation sheets.
2. When a meeting can be scheduled, all three of you are to discuss the University Supervisor's observation comments and the Cooperating Teacher's/Teacher Instructor's/Mentor's observation comments, as well as your reflections from your journal. This is a good time for you and your Cooperating Teacher/Teacher Instructor/Mentor to ask questions or propose changes in schedule or techniques.
 3. The final evaluation will be given by the Cooperating Teacher/Teacher Instructor/Mentor as a qualitative assessment of your development in the classroom. It is to be used with the artifacts/assignments created during the student teaching experience.

Student Complaint Procedure

For complaints or problems, students are required to adhere to the following hierarchical process.*



*If the Student Teacher neglects to follow this process or simply disregards it, he/she may have his/her placement cancelled. If this occurs, it will be up to the discretion of the Director of Student Teaching and Field Placement whether or not a Student Teacher will be able to submit another application for student teaching for a future semester.

Assignments

Assignments

Assignments are listed in the syllabus for each section. The syllabus is listed on OnCourse. The assignments due from student teaching are to be posted on OnCourse. Check with the University Supervisor for specific instructions about how these assignments are to be completed and turned in.

Folders are due at the end of the program, before final grades are due. The Director of Student Teacher will not be reviewing the work you have completed since the assignments have all been checked by the University Supervisor. The Director of Student Teaching will remove all the forms needed for the University Assessment Coordinator (all the evaluation forms).

Additional assignments may be added by the University Supervisor or the Cooperating Teacher. These will be done when expectations are not met by the student. Additional assignments may also be given by the University Supervisor to expand on ideas and assumptions student have written about in their reflections. These assignments are not a punishment, but are done to make sure the student understands the concepts of that particular assignment. These assignments do not have to be turned in.

Orientation Assignment: Placement Introduction

Prior to the start of student teaching, the student teacher should make contact with the cooperating teacher and principal.

The Orientation Assignment: Placement Introduction Checklist

1. Contact the teacher and arrange a convenient time to meet. Call or email the teacher at school.
2. At the meeting with the teacher:
 - Exchange phone numbers, emails, and addresses.
 - Confirm with the supervising teacher the first day to report to school.

DO NOT ASSUME THAT THE DATES ON THE CONFIRMATION SHEETS ARE ACCURATE.

- Determine whether to meet again with the cooperating teacher before student teaching begins.
- Pick up any supporting materials to be used, ie., teacher editions of textbooks, work books, planning overviews, CD-Roms, websites, etc.
- Determine what parts of the curriculum, courses, subjects, or units you will be responsible for teaching.
- Request classroom rules, guidelines for discipline, and the student handbook or rules.

Also obtain a copy of the student and faculty handbooks and/or department policies

Important Contact Information

School Website:

Person	Name	Email	Phone
University Supervisor			
Cooperating Teacher			
Principal			

Licensing

OBTAINING AN INDIANA TEACHING LICENSE

The Office of Student Teaching and the Certification Office will host a seminar during student teaching to go over the process of applying for a teaching license.

To apply for an Indiana Teaching License the candidate must have:

1. Met all the requirements for an undergraduate degree and successfully completed a teacher education program.
2. Completed successfully Praxis I and Praxis II (subject area test)
3. A valid original criminal history report, not over 1 year old.
4. Successfully completed an Adult/Child CPR course and have valid verification through the Red Cross (certification valid for one year) or through the American Heart Association (verification valid for 2 years) or from any organization listed at: <http://www.doe.state.in.us/dps> Click on CPR-Heimlich Maneuver Certification.

**THE STATE REQUIRES APPLICANTS FOR AN INITIAL PRACTITIONER LICENSE
SUBMIT THE APPLICATION ONLINE**

ON-LINE APPLICATION PROCESS:

The applicant can complete the application online at: <http://www.doe.state.in.us/dps>

>LVIS portal

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