

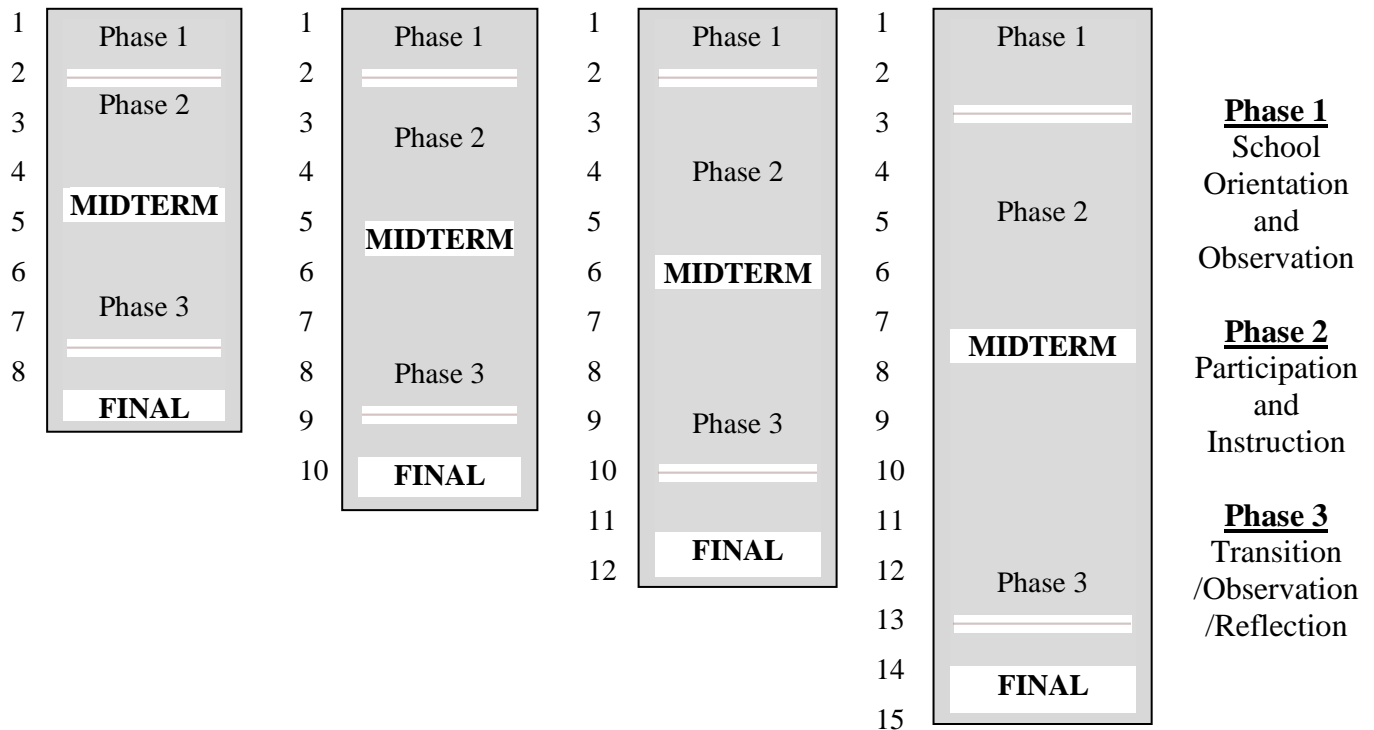
SECTION II

THE STUDENT TEACHING EXPERIENCE

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 outlines a sample guide based on an 8-week (40 days), a 10-week (50 days), a 12-week (60 days), and a 15-week (75 days) placement. Other placement assignments can adjust the allocated time accordingly. It is important to note that this serves only as a guide. The student teaching triad will determine specific lengths and activities of each phase collaboratively.

Orientation Assignment (completed prior to all placements)



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

ORIENTATION ASSIGNMENT: PLACEMENT INTRODUCTION

Prior to the start of student teaching, the student teacher should make contact with the supervising teacher and school principal. Please refer to the yellow "Orientation Assignment" sheet distributed at the pre-professional meeting.

The Orientation Assignment: Placement Introduction Checklist

1. Contact the supervising teacher and arrange a convenient time to meet. Call or email the supervising teacher at school.

2. At the meeting with the supervising 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 SHEET ARE ACCURATE.**
 - Determine whether to meet again with the supervising teacher before student teaching begins.
 - Pick up any supporting materials to be used, e.g., teacher editions of textbooks, workbooks, 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 faculty handbook and/or department policies (for secondary teachers). See Phase I for further ideas regarding school orientation.

3. Contact the school principal to clarify who should receive the Criminal History Check report, and what type of check is required (full or limited). If you have two placements, at different schools, contact the principal at each school regarding this important matter.

Important Contact Information			
School Corporation Website			
	Name	E-mail	Telephone
IU Methods Teacher			
University Supervisor			
Supervising Teacher			
School Principal			
Other Student Teacher			

Phase I: School Orientation and Observation

Orientation

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.

Teaching Responsibilities:

1. Parent nights, open houses, faculty meetings, department meetings, committee meetings
2. Duties (bus, hallway supervision, lunch supervision)
3. Computer accounts, lunch accounts, parking pass information
4. Tour of the building

School Policies and Procedures:

1. Student handbook (discipline and attendance policies, writing passes)
2. Teacher handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures e.g. fire drills, school nurse procedures, universal precautions)
3. School building credentials (ID card or tag)

Classroom Policies and Procedures:

1. Classroom rules and management plan (discipline referral procedures)
2. Recording absent and tardy students
3. Writing hall passes

Instructional Resources:

1. Media center, computer labs, and technology coordinators
2. Computer use expectations
3. District and school websites
4. State standards for the course or grade level
5. Appropriate instructional materials
6. Lesson plan and student assessment expectations
7. Community resources to enhance instruction

Community and Student Needs:

1. General socioeconomic and cultural background of the student population
2. After school student activities and opportunities for student teacher involvement
3. Parent involvement in the school, expectations to communicate and work with parents
4. Allergies or specific health/participation restrictions of any students
5. Responsibilities to special need students in class
6. Student reading levels and available support

Observation

The primary observations should be with the supervising teacher. This observation period allows the student teacher to become familiar with the set expectations of the class and students. It also allows the student teacher time to reflect with the supervising teacher on practices and communicate important issues regarding the expectations of the student teacher.

Phase II: Participation and Instruction

This phase of student teaching is vital to growth and development as a teacher. It provides necessary immersion into the classroom teaching experience. The two aspects of Phase II—participation and instruction—will vary in duration and intensity. The Six Guiding Principles of the School of Education (page 8) will serve as the main evaluative tool for student teaching.

Participation

Once familiar with the classroom, the student teacher will begin working collaboratively with the supervising teacher. This includes a wide variety of possible activities, ranging from tutoring with individual pupils, to working with small groups, to co-teaching the whole class. It also can include such tasks as grading, preparing resources, developing lesson plans, etc. Participation is planned and executed within the context of enabling the student teacher to assume full instructional responsibility.

Instruction

Full instructional responsibility 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

Building the Midterm Evaluation

“The process of evaluation is most instructive when it is collaborative. The supervising teacher and university supervisor will contribute their knowledge and understanding of the teaching and learning process to provide a meaningful experience for the student teacher.”

some flexibility in planning for the student teacher making sure that student learning remains the top priority. Included as a part of the student teachers’ full instructional responsibility, it is expected that the student teacher will be afforded opportunities to be on her/his own. The Affiliation Agreements with each school corporation indicates that supervising teachers may leave the classroom with the student teacher in charge of the class. *At the same time, the supervising teacher remains the final authority in terms of student academic progress. Discussion, observations, reflections, and constant feedback from the supervising teacher are a vital part of the instruction component.*

It is recommended that full instructional responsibility or full teaching responsibility represent 70-75% of the total student teaching experience. REMEMBER the supervising teacher is still the only person in the classroom who is legally and contractually responsible for the instruction and learning in the classroom.

Around the midpoint in the full-time instructional phase, the student teaching triad will conduct a conference directed at the student teacher’s midterm evaluation. This is an important formative evaluation, and provides a critical opportunity for each triad member to reflect on the student teacher’s performance to date, areas of strength, and areas for improvement. Included in this reflection is the student’s Professional Dispositions Self-Assessment. The result of this midterm conference should be an agreed set of strategies for assuming the candidate’s success in student teaching.

Phase III: Transition, Observation, and Reflection

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

Transition:

- Transition of instructional and non-instructional responsibilities from the student teacher back to the supervising teacher.
- Preparation of the pupils for the departure of the student teacher.
- Return of instructional materials, keys, parking pass, grade book, grading, and any other items assigned by the supervising teacher.

Observation:

- Complete observations of teachers in and out of the grade level or content area.
- Look to other types of activities/professionals in the school to gain insight into the whole school environment: counseling office, special education classes, club activities, athletics, and before and after school activities.

Reflection:

- Discuss the student teaching final evaluation with the supervising teacher and university supervisor. Review the midterm evaluation and discuss efforts and success in identified areas for improvement.
- Reflect on observations done by the supervising teacher and university supervisor.
- Refine the personal philosophy of teaching and learning.
- Meet with the principal to discuss teaching.
- Discuss areas for continued growth and plans to address those areas.

Reflection

“This is the most powerful piece for any professional. The ability to reflect and grow, may just define a true professional.”