



INDIANA UNIVERSITY SOUTH BEND SCHOOL OF EDUCATION

Student Co-Teaching Handbook



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Table of Contents

Introduction.....	3
Letter from the Director of Student Teaching & Clinical Practice.....	5
Indiana University South Bend School of Education.....	6
What course do I register for in order to student teach?.....	8
Co-Teaching.....	9
Solo Teaching by the Teacher Candidate.....	14
Teacher Candidate Responsibilities & Expectations.....	15
University Policies.....	22
IU South Bend Counseling Center.....	23

Introduction

Student teaching takes place during the student's final semester of the Teacher Education Program at Indiana University South Bend. IU South Bend student teachers have completed all of their course work in general education, professional education and requirements in content majors, including required state assessments prior to beginning their student teaching experience. Additionally, IU South Bend School of Education students have spent many hours in area classrooms completing field experience requirements, as well as volunteering or substitute teaching to become even more familiar with curriculum and school-age students. The student teaching experience is the result of a great deal of preparation and commitment and is considered one of the most important elements of IU South Bend's Teacher Education Program.

In 2012, the School of Education at IU South Bend undertook the transformation from a traditional student teaching model to one known as "co-teaching." In a traditional student teaching placement, the teacher candidate is assigned to a placement wherein he or she assimilates into the classroom and, by the third or fourth week, takes on the full-time teaching duties of the cooperating teacher. In this traditional format, the cooperating teacher is generally expected to 'leave the room' for a period of at least 3 weeks; often, the cooperating teacher is absent from the classroom for a period of time longer than the minimum 3 weeks. Traditional student teachers were left to wrestle with the day-to-day issues confronting teachers without a mentoring professional nearby in the event of a situation to which the student teacher does not know how to respond. In addition, the cooperating teacher, being absent from the room, is unaware of the immediate level of success or failure of the student teacher with regards to classroom management, content expertise, and efficacy of teaching practices.

For the purposes of this document, the term "co-teaching" will be used interchangeably with the phrase "student teaching." "Teacher candidate" and "teacher candidate" will be used to refer to the IU South Bend student assigned to the co-teaching placement. "Classroom supervising teacher" refers to the cooperating teacher to whom the teacher candidate is assigned and is considered a vital half of the co-teaching pair. "University supervisor" is the IU South Bend employee who represents the Teacher Education Program in the field. All university supervisors assigned to supervise co-teaching candidates have been trained in co-teaching strategies and should be a valuable resource to the teacher candidate and cooperating teacher.

All IUSB teacher candidates complete student teaching in classrooms under the guidance of experienced cooperating teachers. These experiences vary depending on the teacher candidate's field of study. The cooperating teacher has been recommended as one who models sound educational practices, engages in ongoing professional development, and indicates a willingness to mentor and confer regularly with a teacher candidate through the co-teaching experience. Each teacher candidate is also guided by a university supervisor. This person will visit the teacher candidate regularly in the classroom setting to provide additional support to both the teacher candidate and the cooperating teacher. More detailed information about co-teaching is found in the Co-Teaching section of this handbook.

This handbook is designed to provide cooperating teachers, teacher candidates, and university supervisors with information about policies and procedures, roles and responsibilities, and documentation required during the co-teaching experience. If questions or problems arise, it may be helpful to consult this handbook or ask the University Supervisor. It is important that forms are filled out according to the schedule in this handbook. These forms are tied directly to standards met by each of our programs and provide documentation of the

teacher candidate's progress and validate the final evaluations. These forms ensure that the Teacher Candidate receives ongoing feedback and a fair evaluation. All forms referenced in this document will be made available to teacher candidates, cooperating teachers, and university supervisors at orientation meetings occurring prior to the beginning of the student co-teaching experience.

The faculty and staff of IUSB's School of Education commend our teacher candidates for reaching this point in their educational programs. We appreciate the time and dedication of all cooperating teachers, building principals, and university supervisors. Our hope is that each of our teacher candidates will have the very best experience possible. It is with the collaborative support of our school partners that preparing competent, ethical, and reflective practitioners is possible.

Congratulations from the Director of Student Teaching and Clinical Practice

Teacher Candidates,

Congratulations on your achievement and progress through the Teacher Education Program at Indiana University South Bend. Your participation in Student Teaching is a testament to your diligence, commitment, and desire to join a field of educators in the endeavor to increase student achievement in the Preschool – 12th grade setting. This culmination of theory, practice, skill, and application is the precipice of your career as an educator.

As you begin your student co-teaching experience, I ask that you utilize your skills and knowledge to support current educators in school settings. You are not only completing a licensure requirement, but also serving as a representative of the commitment to education that has been demonstrated by the faculty and staff of IU South Bend. It is with that responsibility that you demonstrate your commitment to lifelong learning and dedication to collaborative, community building efforts in the education of students throughout the communities in which you serve. Additionally, you are models for those completing the Teacher Education Program in sharing your experience, including the triumphs and challenges of leading instruction in diverse educational settings.

I commend you for your accomplishments, thus far, and present you with the charge to increase in your own success, as well as those with whom you come in contact. As fellow educator Booker T. Washington once said, “Success is not so much measured by the position that one has reached in life as by the obstacles which he has overcome.” You have been prepared to assist individuals in overcoming any obstacle that serves as a barrier to their education.

Teach and be taught.

Respectfully,
Talandra F. Neff
Indiana University South Bend
Director of Student Teaching & Clinical Practice

IU South Bend School of Education

Teaching • Leading • Serving

Mission Statement

The School of Education prepares individuals to be collaborative leaders and advocates for their professions. We promote education, counseling, and leadership as creative endeavors informed by research. In our initial programs, teacher candidates become analytical, competent, ethical, and reflective professionals who promote culturally-responsive practices in a pluralistic society. In our advanced programs, candidates are transformed from practitioners into key decision-makers, researchers, and partners in school and community settings.

Vision Statement

The IU South Bend School of Education will engage the greater community to develop lifelong learners who embody traits necessary to become exemplary educators, counselors, and leaders in increasingly diverse contexts. In our nationally accredited programs, we will pioneer and promote caring, innovative, transformative, and evidence-based approaches to learning. Our programs of choice will be recognized for having a positive and lasting impact locally and globally.

Guiding Principles

The members of the faculty and staff in the School of Education have a commitment to preparing future teachers who are classroom leaders. These teachers are competent professionals, display ethical dispositions, and engage in reflective practice. Further, we are committed to preparing educators who can teach learners from diverse backgrounds and who can use technology to enhance instruction and support student learning. These values are the foundation for the School of Education's conceptual framework, which serves as a guide for all program decisions. The following sections summarize the conceptual framework for the School of Education. The term "candidates" is used to refer to IU South Bend School of Education students. The term student(s) refers to children and youth in P-12 school settings.

Competent Professionals

Graduates from IU South Bend education programs are well versed in the knowledge of the subject matter and how to teach that subject matter to diverse learners. Education candidates have extensive knowledge of learners, instructional pedagogy, diversity, and technology. IU South Bend education candidates know how to apply this knowledge in educational settings. All candidates in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at <http://www.indiana.edu/~code/>

Ethical Dispositions

Graduates from IU South Bend teacher education programs are caring and ethical teachers able to support learning and development in all students. Education candidates must demonstrate their commitment to attaining excellence in teaching and learning. Through their performance in the university classroom and in the field, all education candidates demonstrate their ability to be collaborative, caring professionals dedicated

to meeting the needs of diverse learners. A specific list of dispositions is included in our conceptual framework.

Reflective Practice

All candidates in the School of Education are reflective practitioners and decision makers able to analyze and grow from their individual professional experience throughout their careers. Education candidates develop habits of reflection as they proceed through their teacher education programs.

Leadership

For candidates, leadership is demonstrated through regular class attendance, meeting deadlines, and being a reliable and respectful class participant. As candidates progress through the program, they begin to self-assess strengths and weaknesses in order to set goals for improvement. They take greater responsibility for student learning and incorporate instructive feedback into their field experience and class assignments. By the end of the program, they willing collaborate with peers and professionals in the school setting with the realization that they can be models for students and other educators.

Commitment to Diversity

The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today's diverse classrooms.

Teachers prepared at IU South Bend are able to support learning for all students. Our graduates have the knowledge, dispositions, and skills necessary to meet the needs of students in today's diverse classrooms.

Commitment to the Integration of Technology

Teachers prepared at IU South Bend have the knowledge, dispositions, and skills necessary to effectively use technology to help all students learn. Education candidates are expected to incorporate technology throughout their course work and clinical experiences in order to facilitate student learning.

What course do I register for in order to student teach?

UNDERGRADUATE	
Elementary Education	2 sections of EDUC - M425 Student Teaching: Elementary (10 credits total) 1 section of M420 Student Teaching Seminar: Elementary (2 credits total)
Elementary Education w/ Special Education – Mild Interventions Concentration	1 section of EDUC – M425 Student Teaching: Elementary 1 section of EDUC – K480 Student Teaching: Special Education – Mild Interventions 1 section of EDUC - M420 Student Teaching Seminar: Elementary
Secondary Education	1 section of EDUC – M480 Student Teaching: Secondary 1 section of EDUC – M420 Student Teaching Seminar: Secondary
Special Education P12 Undergraduate	2 sections of EDUC – K480 Student Teaching Special Education
Art Education	1 section of EDUC – M482 Student Teaching
Music Education	1 section of EDUC – M482 Student Teaching

GRADUATE	
Special Education P12	3 credit hours total If student teaching is completed in summer, enroll in K590 If student teaching is completed in Fall or Spring semesters, enroll in K588
Additional licensure in English Language Learners (ELL)	3 credit hours total 1 section of M550

Course descriptions provided in IU South Bend Bulletin located on the Indiana University South Bend website at <http://bulletins.iu.edu/iusb/2016-2017/courses/educ-course-desc.shtml>

Student Teaching Seminars - While you are co-teaching, there is crucial information you need regarding the teaching profession. For example sessions will be presented on your Checkpoint 3 Culminating Project, Final Portfolio, & Individual Education Plan (IEP) Monitoring Project requirements, uploading these documents to Task Stream, applying for your license, classroom management, and a mock interview experience. The School of Education faculty will provide a list of dates for seminar meetings will be distributed within the first two weeks of your placement. Throughout the semester, these seminars will be led by either Elementary Education Faculty, Student Services Advisors, or education professionals from the area.

While attendance at Student Teaching Seminars is not a requirement for Special Education, Art, and Music teacher candidates, you are welcomed to attend the seminar dates scheduled to attend the licensing session and the mock interview session together in both Fall and Spring. Additionally, meeting dates to discuss Checkpoint 3 requirements may be scheduled by faculty responsible for grading those documents.

Attendance at these seminars is REQUIRED for Elementary & Secondary Education Teacher Candidates as part of passing your student teaching courses. You will be provided a schedule for the student teaching seminars at the initial student teaching meeting. Please be sure these dates are in your calendar and that you clear other responsibilities or obligations from these times. Make sure your cooperating teacher is aware of the seminar dates so you are released from student teaching responsibilities at those times. If you have an emergency situation and are unable to attend a specific seminar you must contact the faculty member leading your seminar. There will be no separate course credit, textbook, or any other fees for the seminar. Additional information about the seminar will be given in the first seminar meeting. If students do not attend a seminar they are expected to give a written reason for not attending, as well as how they plan to address and provide for their professional development in the future on the topic area of the seminar. This must be submitted to your seminar instructor within 1 week after the missed seminar date.

Co-Teaching

As mentioned in the introduction to this handbook, the School of Education at IU South Bend adopted the Co-teaching Model as researched at St. Cloud University, in 2012 for undergraduate teacher candidates.

Co-teaching is defined as, *“Two teachers (classroom supervising teacher, also known as the cooperating teacher, and teacher candidate also known as the student teacher) working together with groups of students, sharing planning, organization, delivery, and assessment of instruction as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction.”*

In the co-teaching model, the cooperating teacher does not leave his or her classroom for weeks at a time. Rather, the cooperating teacher and the teacher candidate work jointly, each as qualified professionals that bring skills to the classroom that can benefit students. Under co-teaching, there are two teachers in the classroom for nearly all of the teacher candidate’s placement.

The expectation that the teacher candidate will gradually assume more of the lead-teacher role in the classroom and even be left alone in the classroom for some extended periods of time remains present. However, this solo teaching will not occur until the cooperating teacher and the university supervisor are confident in the teacher candidate’s ability to manage all aspects of instruction without a licensed professional in the classroom. It should be noted that a minimum of three weeks of solo teaching, where the teacher candidate assumes the full role of teaching in the classroom, is required for each placement.

During their teacher education program, teacher candidates are taught the strategies of co-teaching and implement these strategies during their field experiences. Teacher candidates are expected to apply these strategies throughout their student teaching experience. The Director of Student Teaching & Clinical Practice provides training opportunities for cooperating teachers and university supervisors in Co-Teaching, as well as application of the strategies prior to the beginning of the student teaching placement.

Co-Teaching Defined

Two teachers (co-operating teacher and teacher candidate) working together with groups of students, sharing planning, organization, delivery, and assessment of instruction as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction.

Two teachers,	There are two professional educators in the classroom nearly all the time: the co-operating teacher (classroom supervising teacher) and the teacher candidate (student teacher). While there are times when it's appropriate for the teacher to leave the candidate alone and teaching on his or her own, there are far more opportunities for the teacher to mentor the candidate and help him or her grow into a mature educator.
working together	Collaboration is at the heart of co-teaching. The teacher has years of teaching experience and deep, rich knowledge of the teaching profession to share with the candidate. Co-teaching encourages the teacher and candidate to work together on all aspects of education of children.
with groups of students	While the basic unit is the class, there are times in co-teaching when the class may be divided into two equal groups, two or more unequal groups, or multiple small groups. There are even times for the teacher and candidate to work one-on-one with individual students who need remedial or enrichment work.
sharing planning,	Co-teaching demands co-planning: teacher and candidate finding dedicated time to plan for co-teaching where both sit together and work through the strategies, responsibilities, roles, and resources necessary for successful lessons.
organization,	Teacher and candidate share in the work of the classroom including the preparation and decision making involved in the education of children.
delivery, and	Under the co-teaching model, a variety of teaching strategies are used to maximize the effectiveness of having two professional educators in the classroom during instructional time. Teacher and candidate work together to determine the best strategy or strategies to meet students' needs during any particular lesson.
assessment of instruction	Both of the professional educators in the classroom share the formative and summative assessment duties, including grading of student work and assigning student grades.
as well as the physical space.	The classroom becomes "home" to both the teacher and candidate. They share the workspace, and we encourage the classroom to be arranged to demonstrate a level of equality between the teacher and candidate.
Both teachers are actively involved	Under the co-teaching model, it's important to remember that both professionals in the room are teachers and that both are actively involved in teaching at all times.
and engaged	Even when the teacher is away from the classroom and the candidate is managing the work of the class on his or her own, the teacher is engaged, discussing and reflecting with the candidate the strengths and opportunities that evidence themselves during those solo teaching times.
in all aspects of instruction.	In times of high-stakes testing and teacher evaluation, the teacher and candidate work together to maximize each other's strengths so that everyone involved (teacher, candidate, and students) benefit for the duration of the placement.

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Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. Example: One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. Example: One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

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Teacher Actions During Co-Teaching

TOE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)
Co-Teaching is an Attitude... an attitude of sharing the classroom and students.
Co-Teachers must always be thinking – We're Both Teaching!

If one teacher is	The other can be
leading instruction	<p>Observing for: student understanding and/or questions (through body language, facial expressions, etc.); specific types of questions asked by instructing teacher; specific student interactions and behaviors; teacher movement; specific teacher behaviors; specific student or group behaviors;</p> <p>Charting: where questions are directed within the classroom; gender of responders; on-task/off task behavior; teacher wait time; specific teacher behaviors or movements; specific student or group behaviors</p> <p>Circulating: checking for comprehension; using proximity control for behavior management; checking for comprehension; providing one-on-one support as needed</p> <p>Collecting and reviewing last night's homework</p> <p>Introducing a social or study skill</p> <p>Taking roll</p> <p>Reviewing directions; modeling first problem on the assignment</p> <p>Writing down instructions on board</p> <p>Repeating or clarifying any difficult concepts</p> <p>Passing out papers</p> <p>Giving instructions orally</p> <p>Facilitating a silent activity</p> <p>Introducing a new concept to whole group</p> <p>Asking clarifying questions</p>
reading a test aloud to a group of students	Proctoring a test silently with a group of students
explaining a new concept through discussion	Introducing a new concept through role play or modeling;
provide enriching or extended activities on a concept already discussed in class	Re-teach or review and old concept with students who didn't understand it
provide enriching or extended activities related to items on a test	Re-teach or review those concepts or questions that were missed on an exam with those students who missed those questions on the exam
Predicting what will happen next (in book or text) by brainstorming with a group of students using the overhead	Predicting what will happen next (in a book or text) by showing objects that have already been introduced in the story and using them to predict what happens next
Re-teaching or pre-teaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group
Lecturing	Modeling note taking on the board/overhead
Running last minute copies or errands	Reviewing homework; providing a study or test-taking strategy
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate

Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class	Checking of understanding (reviewing a chapter, etc.) by leading a discussion with half of the class
Facilitating a station or group	Facilitating a station or group

The main focus of *Co-Teaching* is to find ways to keep both teachers actively engaged with students and their learning.

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Solo Teaching by the Teacher Candidate

Solo Teaching in Traditional Student Teaching

In traditional student teaching models, “teacher candidates typically observe-often from a stationary position-for a period of time, eventually taking over a variety of tasks or portions of lessons. At some point, the cooperating teacher exits, leaving the teacher candidate fully in charge (solo) of the classroom and fully responsible for meeting the needs of all students” (Heck and Bacharach, 2010, p. 14).

Solo Teaching in the Co-Teaching Experience

Conversely, the co-teaching model of student offers a different kind of experience for both the cooperating teacher and the teacher candidate. Under the co-teaching model, “cooperating teachers provide mentoring and support as teacher candidates develop and practice all aspects of teaching. Classroom [supervising] teachers partner with [teacher] candidates rather than giving away responsibility. As the experience progresses, pairs collaboratively plan for instruction and evaluation. Ultimately, teacher candidates become fully responsible for the classroom, but cooperating teachers remain actively engaged: teacher candidates assume leadership in all aspects of teaching, which include **taking the lead in all planning**, directing the activities of the cooperating teacher and other adults in the classroom. In a co-teaching experience, the focus shifts from teacher candidates gaining experience through solo teaching to teacher candidates gaining experience as lead teachers.” (Heck and Bacharach, 2010, p. 14).

Solo Teaching with IUSB Teacher Candidates

At IU South Bend, co-teaching teacher candidates should undertake co-planning and co-teaching lessons very early in their placement, beginning with the third or fourth day of the placement. By the second week of the placement, the teacher candidate is co-planning, co-teaching, and co-assessing the entirety of 2-3 classes. By week 3 or week 4, the teacher candidate has taken on the bulk of the co-planning, co-teaching, and co-assessing responsibilities so that by week 5, the teacher candidate is fully immersed in the day-to-day operations of all classes of the placement, **and is taking the lead in planning**.

Solo teaching occurs when the cooperating teacher feels confident in the teacher candidates’ ability to manage all aspects of instruction in a non-co-teaching format: that is, the teacher candidate is the only adult present in the classroom at the time instruction is taking place. This should occur in a way that the cooperating teacher is wholly comfortable with, and begin for short bursts of time. One scenario might be that the teacher candidate has solo teaching time for 1-3 class periods in week 3 and the teacher candidate and cooperating teacher meet after to reflect and debrief on the experience. Then, in week 4, additional class periods might be added, again followed by reflection and debriefing.

Ultimately, the teacher candidate might be left alone to solo teach for a minimum of 3 weeks, possibly more, if the cooperating teacher feels that students in the classroom will receive high-quality instruction from the teacher candidate. The 3 weeks of solo teaching do not need to be consecutive weeks. Collaboration is the focus of the experience with the teacher candidate taking the lead in co-planning, co-teaching, and co-assessing. A proposed scenario is that the teacher candidate solo teaches in week 3 with co-planning and daily feedback from the cooperating teacher. In week 4, the cooperating teacher and teacher candidate co-teach lessons. This allows the cooperating teacher to model effective strategies for the teacher candidate. Then, in week 5, the teacher candidate resumes solo teaching.

Heck, T, & Bacharach, N. (2010). *Mentoring Teacher Candidates Through Co-Teaching: Collaboration that Makes a Difference*. Teacher Quality Enhancement Center, St. Cloud St. University, St. Cloud, MN.

Teacher Candidate Responsibilities & Expectations

The teacher candidate has the responsibility of being professional, well-prepared, and well-groomed. Note: full-time employment **is not recommended** during the co-teaching experience. If at any time work duties interfere with the quality of performance in co-teaching, the teacher candidate will be given the choice of cutting back on work, or discontinuing his or her co-teaching experience. If a teacher candidate is injured in a school building while on official co-teaching duties, a corporation accident report must be filled out immediately and submitted to the appropriate corporation authorities. A copy of the completed report must be submitted to the Director of Student Teaching within five days of injury.

Along with assuming instructional responsibilities, teacher candidates are expected to participate in school-sponsored in-service programs and other professional development activities.

Teacher candidates are expected to assume responsibility for routine procedures related to non-teaching duties such as recess duty under the supervision and direction of the cooperating teacher. Teacher candidates should not be assigned any responsibilities for activities for which the cooperating teacher is receiving extra remuneration, such as coaching.

Teacher candidates may not be used as substitute teachers or receive remuneration for co-teaching.

Professional Conduct

Teacher candidates, although members of a school team, retain their position as a student in the IU South Bend Teacher Education Program and as such should recognize and use School of Education protocols. Additionally, although placed in the field for co-teaching, the Indiana University student code of conduct still applies; details of the code may be accessed at <http://www.indiana.edu/~code/>.

While faculty members are a great resource for ideas and curricular questions, please address other concerns via the process outlined below.

Teacher candidates need to discuss any concerns about the co-teaching experience first with their cooperating teachers. Their next professional advisor is the assigned university supervisor. If the need arises, the university supervisor and the teacher candidate may then discuss any concerns with the Director of Student Teaching & Clinical Practice, and then finally, as necessary with the Dean of the School of Education. Teacher candidates who violate the protocol will be expected to explain their actions to the Dean and members of the School of Education.

It is important that all parties begin with a commitment to open and honest communication. While it may be necessary to have confidential conversations with a university supervisor, problems are difficult to resolve without open communication between all people involved as early as possible.

Teacher candidates and university supervisors are expected to respect the confidentiality of the students in the classroom and school.

Teacher candidates should wear their IU South Bend student ID or school/district approved identification at all times! If candidates do not have an IUSB student identification card, cards are available free of charge at the Gateway for Excellence on the IU South Bend campus.

In the event a school corporation experiences a management/labor union dispute culminating in a strike action, placement of teacher candidates is suspended until a resolution is reached.

Attendance

Teacher candidates should be absent only in the event of illness or emergency. In the event of an absence, teacher candidates must contact their cooperating teacher and their university supervisor.

In the event that a teacher candidate is absent more than 2 days during the 8 week experience, **the teacher candidate must extend the co-teaching experience to make up absences beyond 2**, and may not proceed to a subsequent placement until absences beyond those allowed have been made up.

In the event that the school has **numerous** emergency closings, the co-teaching experience may have to be extended. Any questions regarding attendance or number of required days should be referred to the Director of Student Teaching and Clinical Practice. Occasional snow days will not be made up; **if snow days exceed the minimum number of absence days above**, decisions will be made on a case-by-case basis. Please contact the Director of Student Teaching should this occur.

Communication with the Director of Student Teaching & Clinical Practice is expected with regards to attendance during the student teaching experience.

Discipline

Teacher candidates are not allowed to use or be involved in the administration of corporal punishment (this includes being a witness). The cooperating teacher should acquaint the teacher candidate with school wide and classroom disciplinary procedures and rules at the very beginning of the experience. If a school handbook is available that describes rules and disciplinary procedures, a copy should be provided for the teacher candidate's reference.

Discontinuing a Student Co-Teaching Experience

Occasionally, teacher candidates make the decision to discontinue a student teaching/co-teaching experience. If a candidate begins to have doubts about becoming a teacher, it can be helpful to discuss these feelings honestly with the cooperating teacher and university supervisor. Before any final decision is made, please schedule an appointment to meet with the Director of Student Teaching & Clinical Practice. If a student chooses to withdraw/discontinue an experience, he or she may be required to complete a professional improvement plan as described below, prior to being placed for another attempt. It is extremely important that candidates explore their options and discuss feelings thoroughly before making a final decision.

Removal of Teacher Candidate from a Student Teaching Placement

Unfortunately, there are behaviors and dispositions which can result in a request from a building administrator, cooperating teacher, university supervisor, and/or the Director of Student Teaching and Clinical

Practice to discontinue a co-teaching experience. The following behaviors on the part of a teacher candidate are those that may result in removal from the co-teaching assignment:

- Chronic failure to arrive prepared for assigned responsibilities (including chronically late, and/or chronically unprepared).
- Use of profanity in the school setting.
- Lack of professionalism when dealing with students, school personnel, or parents. This includes but is not limited to inappropriate dress, inappropriate interactions and failure to respect confidentiality.
- Frequent absences or tardiness. (**ONE** no call-no show is grounds for removal from co-teaching)
- ANY behaviors or attitudes which might have a negative impact on P-12 student learning.
- Failure to keep up with required documentation (the notebook, lesson plans, etc.)

In the event that there is concern about the teacher candidate's performance:

The candidate will receive feedback from the cooperating teacher and/or university supervisor either verbally or in writing that there is a concern. (This may be on a Form A, InTASC evaluation, content specific evaluation, email communication, or in another format). The cooperating teacher, university supervisor, and Director of Student Teaching & Clinical Practice will discuss the concern and develop a remediation strategy with the teacher candidate, if appropriate.

There are some circumstances that are so severe in nature that they will cause the co-teaching placement to be discontinued immediately, without the previously outlined steps.

Any decisions about discontinuing the experience will be made after reviewing all documentation, consulting all parties involved, and in some cases, conducting direct observations of the teacher candidate.

Professional Improvement Plans

If a teacher candidate chooses to discontinue a placement or is removed from a co-teaching placement, he or she will be required to satisfactorily complete a professional improvement plan **before** they will be given a new placement.

This professional development plan will be created by the Director of Student Teaching & Clinical Practice. The Director of Student Teaching & Clinical Practice may enlist the assistance of the cooperating teacher, university supervisor, Dean and/or Associate Dean of the School of Education, program coordinators, or the department chair in determining if the teacher candidate's progress is satisfactory, and warrants a new placement.

The new placement will **NOT** be in the same semester!

Grades for All Teacher Candidates at the Conclusion of Student Teaching

School of Education faculty are responsible for assigning grades to Checkpoint Three final projects, which are included in the M420 Student Teaching Seminar grade. Teacher candidates are also required to upload Checkpoint Three documents to Task Stream.

The responsibility of assigning grades for student teaching, co-teaching, and practicum experiences rests with the Director of Student Teaching & Clinical Practice, who is the Instructor of Record for these courses. Only four grades are possible: Satisfactory (S), Fail (F), Withdrawal (W), or Incomplete (I).

The grades of S or F are determined by the cooperating teacher's final evaluation, the university supervisor's final evaluation, and successful completion of the student teaching notebook, including the upload of all documents in Task Stream. Grades of W and I are awarded according to the guidelines described in the current *Indiana University South Bend Campus Bulletin*.

Candidates completing a second student teaching experience (in one semester) may find that their second placement is not complete before grades must be submitted at the end of the semester. In such cases, candidates will be assigned an Incomplete (I), or Not Recorded (NR), which will be changed to the appropriate grade once the experience is complete. Sometimes this can occur for candidates with single placements as well. This occurs due to the difference between the grade submission (and posting) deadlines of IUSB and the realities of the student teaching calendar.

Student Teaching Files

Files kept in the Office of Student Teaching and Clinical Practice include the IU South Bend student's Student Teaching Application and packet of materials sent to districts for location of student teaching placements. Observation and evaluation forms completed by cooperating teachers, forms A and all forms E/E-SE mid-term and final student teaching evaluations (both InTASC and content specific) remain in the student teaching permanent record file; therefore, the student has the right to inspect these at all times.

Student Teaching Observations & Evaluations

Formative and summative assessments of the teaching performance of all IU South Bend Teacher Candidates in compliance with InTASC, ACEI, CEC, NCTM, NCTE, NSTA, and NCSS standards is the responsibility of the cooperating teacher and university supervisor. The Indiana Department of Education has made the Indiana Educator Standards available at <http://www.doe.in.gov/licensing/repa-educator-standards>.

Observation and evaluation forms assess teacher candidate performance based on content specific and general education standards. A minimum of three (3) observations using Form A must be completed by the university supervisor and cooperating teacher. These observations, using Form A, are direct observations completed while the teacher candidate is teaching. At the agreed upon time prior to observation, the teacher candidate must submit lesson plans to the cooperating teacher and university supervisor. *One of the Form A observations by the university supervisor must occur when the cooperating teacher is out of the room.*

Evaluations of the teacher candidate's performance is completed using Forms E and Forms E-SE, as applicable, and the Dispositions Assessment at the midterm and end of student co-teaching placement. The Dispositions Assessment and Forms E-SE are used in conjunction with Forms E at the midterm and end of placement in evaluation of teacher candidates attaining general education and special education licensure. For students attaining licensure in special education only, the Form E-SE and the Dispositions Assessment are used for evaluation at midterm and end of placement.

In collaboration, the university supervisor, cooperating teacher, and teacher candidate participate in a three (3) way conference at the midterm to discuss and complete one Form E and Dispositions Assessment. The documents must be signed by all members of the co-teaching triad. At the end of the placement/final conference, each member of the co-teaching triad discuss and document the teacher candidate's performance using individual Forms E/ Forms E-SE and Dispositions Assessment. Teacher candidates also complete self-evaluations using Forms E/Forms E-SE, as applicable, and the Dispositions Assessment at the end of placement conference.

Student Teaching Notebooks

Teacher candidates are required to upload documentation of each student co-teaching experience. ***A paper/physical copy of these documents must also be organized in a binder and kept in the placement classroom, made available for review by university supervisors, cooperating teachers, and the Director of Student Teaching & Clinical Practice.***

If candidates should fall behind on their notebook, university supervisors, cooperating teachers, and/or the Director of Student Teaching & Clinical Practice will bring this to candidates' attention, and direct them to get caught up by a certain date. If a candidate receives this directive, it is critical that the deadline provided be met. Failure to keep student teaching documentation up to date could result in the candidate being removed from co-teaching until documentation is current. The days spent remediating the notebook will NOT count toward the candidate's co-teaching time and will need to be made up at the end of the placement. In cases where this happens regularly the placement may be terminated. Keeping up the notebook is CRITICAL, not only to document the candidate's work for IU South Bend, but as evidence that the candidate will keep up with the critical paperwork required of cooperating teacher.

The student teaching notebook containing the required components **must** be uploaded to Task Stream in satisfactory condition by the due dates to receive a passing grade for student teaching. Your notebook should contain your best work! **Do not wait until the end of your placement to do this.**

All forms referenced for inclusion in the Student Teaching Notebook are located on the respective Canvas site for the Student Teaching course. Cooperating teachers will also be provided access to these documents The Student Teaching Notebook **must** contain all of the documents indicated below. These documents must also be uploaded to Task Stream for each placement, as appropriate.

Cover page: Must contain the teacher candidate's name, semester and year, assigned school's name, grade level(s) and subject area(s), the cooperating teacher's name, and the university supervisor's name.

Table of Contents: This form must be kept in the Student Teaching Notebook for assessment by the university supervisor. Teacher candidates must upload the student Teaching Notebook Table of Contents signed by the university supervisor at the end of each placement.

Daily Schedule for Student Teaching: This document must be complete during Week 1 of the student co-teaching experience.

University Supervisor Agreement: The teacher candidate is informed of the expectations of and contact information for the university supervisor on this form. It is expected that this form will be completed by the university supervisor during Week 1 of each placement. The teacher candidate is responsible for sharing this information with the cooperating teacher.

Letter of Notification to Parents: Teacher candidates are expected to write a letter of introduction and notification of their placement as a student teacher to the parents of students in the placement classroom. This letter must be written and distributed to students during Week 1 of the student co-teaching placement. It is expected that cooperating teachers will approve this letter prior to distribution to students. *Prior to uploading this letter, cooperating teachers must sign and date the letter, indicating their approval for the letter to be sent home to parents.*

Lesson Plans, Observation (Forms A), Evaluation (Forms E & Forms E-SE, as applicable) Forms

Lesson Plans: The Co-Teaching Lesson Plan template, identified by content area, ***must be completed for all observed lessons***. Teacher candidates will upload the Co-Teaching Lesson Plans, complete with lesson reflections, associated with the Form A observations completed by the university supervisor and cooperating teacher. The university supervisor will complete a minimum of three (3) observations for each placement. The cooperating teacher will also complete a minimum of three (3) Form A observations. *It is not required that these observations are completed on the same date.* Because of this, the teacher candidate may complete and upload a total six (6) lesson plans.

Observation Forms (Form A): University supervisors and cooperating teachers will each complete a minimum of three (3) Forms A in conjunction with observed lessons taught by the teacher candidate. In the instances of more than one student teaching placement, three Forms A are completed in each placement. The original documents, along with all comments provided, must be kept in the binder located in the placement classroom. All Forms A, and any accompanying documented comments, must be uploaded in the electronic Student Teaching Notebook. Teacher candidates must identify Forms A completed by the university supervisor and cooperating teacher in the title of the folder containing these documents.

*Please note: **One** of the lessons observed by the university supervisor **must** occur while the cooperating teacher is out of the room.*

Evaluation Forms (Dispositions Assessment, Forms E & Forms E-SE, as applicable):

Dispositions Assessments and Forms E are completed for participation three-way conference of the student co-teaching triad to evaluate the performance of the teacher candidate at the mid-term and end of each placement for all teacher candidates. Forms E-SE, along with Forms E, must be completed at the midterm and end of placement for Elementary Education Teacher Candidates with a concentration in Special Education – Mild Disabilities. All members of the co-teaching triad complete Forms E and Forms E-SE, as applicable, prior to the midterm and end of placement conferences.

At the midterm conference, members of the co-teaching triad may complete the forms collaboratively. Teacher candidates will keep a copy of each form, including signatures from all members of the co-teaching triad in the binder for upload to Task Stream.

During the final/end of placement evaluation conference, each member of the co-teaching triad must complete Forms E/E-SE and the Dispositions Assessment individually and discuss the evaluation at the conference. All of these documents must be kept in the binder and uploaded to Task Stream.

For teacher candidates in Secondary Education, the Forms E including InTASC standards and Forms E including content specific standards must be completed at midterm and end of placement.

Teacher candidates attaining licensure in Special Education must be evaluated using Forms E-SE at the midterm and end of placement. These evaluation forms are completed in each placement setting.

Digital Reflection: Teacher candidates will complete reflections of their student co-teaching experience through the creation and development of a Digital Story Reflection. Teacher candidates will upload a 5-7 minute digital story in reflection of their complete student teaching experience that must include pictures, sound, and video to address the following:

- Reflection of classroom management strategies experienced and decisions made about management of your own classroom
- Professional successes and challenges
- Knowledge of placement school/community demographics and the impact on student engagement, achievement, and discipline
- Lessons learned in the student teaching experience and impact on future career
- Knowledge gained from interactions with education professionals outside of placement classroom

Student Teaching Notebook Submission Deadlines

First placement: Notebooks must be uploaded to the designated site ***no later than*** five (5) calendar days after the end of the placement. If this date occurs on a weekend, the notebook must be uploaded by the following Monday.

Second placement: Notebooks must be uploaded ***no later than*** one (1) day after the end of the placement. If this date occurs on a weekend, the notebook must be uploaded by the following Monday.

In addition to maintaining and updating the paper/physical binder in the placement classroom, teacher candidates are encouraged to maintain and update the uploaded documents to the designated site.

Please Note: Failure to submit the student teaching notebook with all required information may result in failure of student teaching. Failure could also occur if the quality of the documentation is poor.

Checkpoint 3 - Culminating Projects/Final Portfolio/IEP Monitoring Project

All teacher candidates will complete a final project in compliance with Checkpoint 3. Completion of this project provides verification that teacher candidates have met the standards which demonstrate assessment of student learning, decisions and modifications made to improve student learning, reflection of teaching, and set goals for professional development.

Furthermore, this project will provide evidence of the teacher candidate's ability to:

- Engage in thorough and effective standards-based planning;
- Use best practices that provide opportunities for student success;
- Use appropriate assessment strategies to foster and document the ongoing development of student knowledge and skills.
- Analyze the results of assessments, reflect on them, and adapt instruction accordingly.

Each area of the project is graded as Target (outstanding), Acceptable or Unacceptable. One area graded as unacceptable means a standard has not been met. For licensure and graduation, ALL standards must be met.

Teacher Education Program Faculty assess the teacher candidate's final projects and provide feedback. These projects must be deemed as acceptable before the teacher candidate will be recommended for licensure.

Information about final projects will be presented during the seminar course. Questions regarding the Checkpoint 3 Culminating Project/Final Portfolio may be directed to the Chair of Teacher Education Programs, Dr. Hope Smith Davis (hsdavis@iusb.edu) and the faculty member serving as the instructor for the M420 seminar course. Special Education teacher candidates may contact Dr. Karen Clark at kbclark@iusb.edu for questions about the IEP Monitoring Project.

For Special Education Teacher Candidates: IEP Monitoring Projects are due no later than 5 days after your placement. If you are completing your placements over the course of the academic year, your IEP Monitoring Project **must be completed in your first placement.**

UNIVERSITY POLICIES

Electronic mail (email) is the official means of communication with students at Indiana University South Bend. ***A student's failure to receive or read official university communications sent to the student's official email address does not absolve the student from knowing and complying with the content of the official communication.*** It is recommended that students check official university email address to another email address of the student's choice. However, students who choose to have email forwarded to another email address do so at their own risk.

Course announcements and other course information may also be communicated through Canvas. IU South Bend students are responsible for all communication via this site, as well.

Accommodations for Religious Observances: If as a student, you will require academic accommodations for a religious observance, please provide the Director of Student Teaching with a **written request** to consider a reasonable modification for that observance **by the end of the second week of this course.**

Disabilities Statement: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Office of Disability Support Services (Administration Building, room 149, telephone number 520-4832), as soon as possible to work out the details. The Director of Disability Support Services has provided you with a letter attesting to your needs. For modifications, bring the letter to the Director of Student Teaching & Clinical Practice. For more information, please visit the web site for Office of Disabled Student Services <https://www.iusb.edu/disability-support/>.

Academic Honesty Statement: It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (<http://www.indiana.edu/~code/>). Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.

Criminal History Background Check: Candidates may be required to provide a criminal history check to school districts before participating in field placements and/or student co-teaching. School districts may deny a field placement or student co-teaching assignment based on a misdemeanor or felony conviction. Convicted felons may not hold a teaching license in Indiana.

IU South Bend Student Counseling Center (SCC)

If you find that life stressors are interfering with your academic or personal success, you are encouraged to contact the SCC as early in the semester as possible. SCC services can help with issues that range from coping with life's transitions to dealing with more serious emotional problems. Group counseling is available for issues such as test anxiety and ADHD. All enrolled students are eligible for personal and confidential short-term counseling services at no cost. Over 80% of students who utilize the SCC report that it helps them with their academic success. The best way to request services is by calling 520-4125. The SCC is located in the Administration Building, Room A130. Hours are generally 9:00AM – 4:30PM Monday through Thursday and Friday by appointment, but can vary slightly each semester. The SCC is closed for lunch daily 12:30PM – 1:00PM. For more information: <https://www.iusb.edu/student-counseling/index.php>