BALL STATE UNIVERSITY

This handbook was prepared for those faculty members, on and off campus, who supervise student teachers.

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Handbook for University Supervisors

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A special thanks is extended to other faculty, staff, and supervisors who assisted in the writing and editing process.

This handbook should be used with the following supportive texts:

Evaluation of Student Teachers Guidebook

Student Teacher's Portfolio Handbook

Each university supervisor will receive copies of these texts.

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TERMINOLOGY, DEFINITIONS and ABBREVIATIONS

Office of Teacher Education Services (OTES): The central hub of student teaching and all other field experiences. The office is located on the second floor of Teachers College (TC), room 205.

University Supervisor: A university faculty member who supervises student teachers in the field, or a contracted trained part-time Ball State instructor (please see page 17 "placement of student teachers," for more information on University Supervisor qualification criteria). Uniform across the preparation program is the requirement that a University Supervisor perform a minimum of six (6) student teaching observations during the 16-week student teaching experience. Written feedback is provided to the candidate. Although a minimum of four observations with written feedback are required during the 16 week student teaching experience, University Supervisors may provide additional assessment if warranted.

Cooperating Teacher: A teacher who signs the contract to mentor a student teacher. There are several criteria involved in selecting an appropriate cooperating teacher. Cooperating teachers must have three years of successful teaching experience, as recommended by the principal of the school or administrative representative of the school corporation. The cooperating teacher must be evaluated at the effective, or highly effective level, using the RISE evaluation model or equivalent and also must be licensed in the area they plan to mentor. A master's degree is preferred, but at the minimum content expertise and licensing is required. It is also preferred that the cooperating teacher attend a Ball State University co-teaching workshop for the mentoring of student teachers prior to the beginning of the student teaching placement. The assignment of a particular cooperating teacher is approved by the school corporation, and by The Office of Teacher Education Services in conjunction with various department content program managers.

Interstate Teacher Assessment and Support Consortium (InTASC): The standards describe what every beginning education professional should know and be able to do to ensure every student reaches the goal of being ready to enter college or the workforce in today's world. The standards include knowledge, disposition, and performance statements representing a deep level of understanding and performance.

The Portfolio: This is an ongoing portfolio, which is kept by students during student teaching. The Portfolio at this level does not include materials collected during undergraduate classes. All materials are to come from student teaching, unless approved by a university supervisor. Details are included in the Portfolio Handbook.

Showcase Presentation: An oral presentation prepared by each student teacher near the end of the student teaching placement. Details are included in the Portfolio Handbook.

Professional Development Schools (PDS): Schools that have established a formal partnership with the university to improve P-12 education.

Early Childhood: Programs encompassing pre-school through grade three.

Secondary Level: Programs at the middle school and high school level encompassing fifth grade through grade twelve.

Elementary Level: Programs serving grades kindergarten through grade six.

All Grade Level: Programs serving pre-school through grade twelve.

Learning Assessment Model Project (LAMP): A rubrics-driven method designed to facilitate and evaluate a teacher candidate's ability to align instruction and assessment with standards and best practice, their ability to demonstrate their students' learning, and to provide evidence of their own understanding of how the assessment

of their students' learning informs their instruction. LAMP guides student teachers through this assessment process.

Mentor: Each new university supervisor is also assigned an experienced university supervisor, as a mentor, for guidance and support.

Formative Evaluation: The ongoing process for the purpose of enhancing the professional skills of the novice teacher. The process is generally viewed as more informal, reflective and conversational.

Summative Evaluation: Process that occurs as supervisors gather all evidence and make consequential decisions regarding a student teacher's readiness to become certified as a professional educator.

Dual Major: A student who is completing degree requirements in more than one content area and both areas will appear on their first license. This commonly occurs in Health and Physical Education, Elementary and Special Education, or Early Childhood and Special Education.

TEACHER PREPARATION AND LICENSURE IN INDIANA

Degree programs in professional education at Ball State University prepare candidates to obtain teaching licenses in the State of Indiana. Reciprocal agreements between Indiana and other states allow for licenses to be granted in some of those states as well upon completion of a Ball State Professional Education Program. Professional education programs are designed to meet the requirements of the State Board of Education (SBOE), which advises the Indiana Department of Education (IDOE). Here are some of the major things you should understand about professional education programs:

Teaching Licenses
The State Board of Education (SBOE) and the Indiana Office of Educator Effectiveness and Licensing (OEEL), under the Indiana Department of Education (IDOE), is charged with establishing and maintain high standards for licensing educators to work in Indiana's P-12 schools.

License Programs at Ball State
Under the REPA license requirements, each institution of higher education within Indiana must determine which teaching license programs it will offer. A description of the professional teaching license programs currently being offered at Ball State are found on the IDOE website http://www.doe.in.gov/licensing/repa-approved-teacher-preparation-programs

Standards
Developed by the State of Indiana, candidates for teaching licenses will need to meet several sets of standards. These standards are outlined in detail in another section and can be found on the IDOE website.

Performance Assessment
Educator Preparation Providers, which included institutions in higher education, that prepare teachers under the current licensure system are required to demonstrate that candidates have met the appropriate REPA teacher education standards. In other words, "performance assessment"– a way of showing what candidates know and are able to do – must be carried out for all professional education candidates.

INDIANA TEACHING LICENSES
For an online application, please visit https://license.doe.in.gov

Initial Practitioner License

This renewable two-year license is issued to a teacher who has successfully completed an approved teacher education program.

BSU Requirements

- As a prerequisite to admission to a teaching curriculum and enrollment into 300 and 400 level professional education courses, successful completion of the Core Academic Skills Assessment (CASA) is required for licensing with a passing score of 220 established by State Board of Education.
- Successful completion of the Pearson CORE content and Pedagogy Exams (not required for one's degree)
- For graduation, successful completion of "Decision Points".

State of Indiana Requirements

- Proof of successful completion of a preparation program.
- Proof of successful completion of the appropriate Pearson pedagogy/developmental exam and content exam(s)
- Completed application form via the online License Verification and Information System (LVIS) approved by the IDOE
- Cashier's check, certified check, or money order for the amount required.
- Evidence of a current CPR/AED certification through state approved agencies.
- Evidence that the applicant has successfully completed education and training on the prevention of child suicide and the recognition of signs that a student may be considering suicide.
- Directions for the online application process can be obtained in the OTES office or the OTES website.

Proficient Practitioner License

This renewable five-year license is issued by the state upon completion of the two-year residency program.

State of Indiana Requirements
- Limited criminal history report from the Indiana State Police, dated no earlier than one year prior to the date the Board receives the application.
- The teacher's Initial License.
- A completed application in a format approved by the Board on LVIS.
- Non-refundable fee paid on the LVIS website by debit or credit card.

Accomplished Practitioner License
This renewable license is for a teacher who holds a Proficient Practitioner License and has completed an advanced degree approved by the board or has certification by the National Board of Professional Teacher Standards in a teaching area recognized by the board or obtain six (6) semester hours of coursework completed since your last license renewal.

The initial term of an Accomplished Practitioner License is ten years. Upon renewal, the term becomes five years.

State of Indiana Requirements

- Completed application in a format approved by the Board on LVIS.
- Non-refundable fee paid on the LVIS website by debit or credit card.

Framework for Teacher Licenses

The rules for obtaining teaching licenses are established by each state. Under rules adopted by the State Board of Education (SBOE), teaching licenses in Indiana will now show (a) what content area or areas the teacher is licensed to teach, and (b) in what developmental level or levels (school settings) the teacher is licensed to teach.

Under these rules, a teacher can be licensed to teach in any number of content fields (e.g., mathematics, business, special education, music, and foreign language) and at any of five different school settings: (e.g., preschool-primary (P-3), elementary (k-6), middle school/junior high (5-9), or high school (5-12), and all grade (P-12).

For example, the license for a <u>mathematics teacher</u> would look like this:

Content Area(s) qualified to Teach:	**School Setting(s) qualified to teach:**
Mathematics	5-12

An <u>elementary teacher's license</u> would look like this:

Content Area(s) qualified to Teach:	**School Setting(s) qualified to teach:**
Elementary Generalist	K-6

A <u>music teacher's license</u> would look like this:

Content Area(s) qualified to Teach:	**School Setting(s) qualified to teach:**
Vocal and General Music	P-12

In order to receive a teaching license from the OEEL, the candidate must be recommended by the higher education institution from which his or her professional education training was received.

The Beginning Teacher Residency Program (on the IDOE website as the Indiana Mentor and Assessment Program -IMAP)

After receiving an Initial Practitioner License, beginning teachers, administrators and school service personnel may participate in a two-year period of mentorship. The culmination of this mentorship period is the completion of a specific assessment piece. Year Two Teachers and School Service Personnel will complete the assessment piece with their Building Level Administrator, Principal, Supervisor or Director. Year Two Administrators will complete the online self-assessment through Moodle and submit the Individual Development Plan Summary form. Once these requirements have been met, Year Two IMAP candidates will be eligible for their five year Practitioner license.. Details regarding this portfolio are presented on the DPS website at http://www.doe.in.gov/licensing/indiana-mentor-and-assessment-program-imap

STANDARDS FOR PROFESSIONAL EDUCATION

Under the Rules for Educator Preparation and Accountability (REPA) from the State Board of Education (SBOE) teachers are given licenses only when it has been demonstrated that they have met standards established by the SBOE. Ball State Professional Education Programs are designed to help candidates meet the

required standards and thus ensure they will be recommended for licensure when they complete their degree programs. The following are four basic sets of standards that candidates must meet.

The InTASC Standards

The Interstate Teacher Assessment and Support Consortium (InTASC) is an organization composed of the chief state school officers of the various states. InTASC has developed a set of 10 standards that describe what beginning teachers should know and be able to do. The InTASC standards have been adopted by the SBOE through its acceptance of the Council for Accreditation of Educator Preparation (CAEP) as the accreditation body. The 10 standards form the foundation of all Ball State professional education programs. Each of the standards outlines the types of *knowledge, performanc*e, and *dispositions* expected of beginning teachers. (See Appendix for more information)

The REPA CORE Content Teacher Standards

The REPA teacher standards have been developed by the SBOE to describe the understanding that teachers are required to have of their teaching field in order to teach in Indiana. Content standards have been developed for every teaching area in which Indiana licenses are available. These standards outline what teachers need to know about their field and what they need to be able to do to communicate that knowledge to students effectively.

The REPA CORE Pedagogy/Developmental Teacher Standards

In addition to requiring knowledge about their content fields, the SBOE requires that teachers have a deep understanding and ability to work with the students they will be teaching. The REPA CORE Pedagogy/ Developmental Standards describe the *knowledge, performanc*e, and *dispositions* that are important in teaching students at various ages. Standards have been developed for Early Childhood (P-3), Elementary (k-6), Middle School (5-9), Secondary (5-12), and All Grade (P-12).

The Indiana Academic Standards

These are the standards that have been established for the students in Indiana's P-12 schools. As a part of the program, teacher education candidates are required to show that they can teach students effectively in a way that demonstrates learning in relation to these standards. Again, all students are expected to obtain and use the Indiana Academic Standards related to the content and developmental levels they will be licensed to teach.

PERFORMANCE ASSESSMENT: Ball State University

Under REPA licensing rules, candidates cannot get a recommendation for a teaching license by simply passing required classes. Ball State must be able *demonstrate* that candidates know and can perform the requirements specified in the licensing rules. This requires that *performance assessments* be carried out during the professional education program. As students move through the teacher preparation program, a number of different kinds of performance assessments take place to assess knowledge, performance, and dispositions for being a professional teacher.

Academic Performance

Certain grade point averages (GPA) are required for overall performance in college courses, and in major content area courses. Some courses require a specific grade (usually C or better) in order to advance in the program. Beginning in the fall 2013, all candidates seeking initial licensure cannot graduate without an overall GPA of 3.0/4.0.

Pearson CASA and CORE exams

There are three specific Indiana exams, at the minimum, which students must pass in order to achieve their license – one dealing with basic skills in reading, writing, and mathematics, one specifically dealing with content knowledge of the chosen content field, and the finally exclusively dealing with the pedagogical knowledge of a particular developmental level will be required.

Performance Artifacts

Instructors require students to complete performance tasks and produce artifacts of various kinds that demonstrate acceptable performance on the REPA Teacher Content and Developmental/Pedagogy Standards. Performance artifacts may take the form of
- classroom performance by the candidate;
- either live or video recorded interview(s) of the candidate about his/her performance;
- lesson artifacts, such as lesson plans or teaching materials produced by the candidate;
- hands-on tasks, such as impromptu speaking or writing in class;
- paper and pencil tests;
- products reflecting the learning of the candidate's students;
- testimonials – evidence gathered from others about the candidate's performance.

Portfolio Entries

Throughout the program, students are asked to assemble a portfolio containing artifacts chosen to demonstrate their knowledge, performance and dispositions in relation to the InTASC. Candidates will prepare a digital portfolio with specific artifacts, which are required at each Decision Point. This portfolio process continues into the student teaching phase of preparation.

TEACHER PREPARATION AT BALL STATE UNIVERSITY

The Conceptual Framework for Professional Education at Ball State University:
"What makes a Ball State Teacher Distinctive?"

According to NCATE's (now CAEP – Council for Accreditation of Educator Preparation) *Professional Standards for the Accreditation of Schools, Colleges and Departments of Education*, "the conceptual framework is the underlying structure of the unit that sets forth a vision of the unit and provides a theoretical and empirical foundation for the direction of programs, courses, teaching, candidate performance, faculty scholarship and service and unit accountability" (NCATE, 2001, pages 8-9). It is a declaration of what we value, and what we are trying to accomplish, in the formation of professional educators (teachers, educational leadership and administration) and educational professionals (school counseling, counseling, school and educational psychology). It therefore organizes the very mission of the institution.

The entire text of the conceptual framework can be found on the Teachers College website –
https://cms.bsu.edu/-/media/WWW/DepartmentalContent/Teachers/PDFs/cncptlfrmwrk_sept2009.pdf

The conceptual framework revolves around three themes: *expertise, engagement, and context.*

The concise formulation of the conceptual framework follows:

> *The mission of the professional education unit of Ball State University is to prepare <u>engaged</u> educational <u>experts</u> who are sensitive and responsive to the <u>contextual</u> bases of teaching, learning, and development.*

Professional Development Schools and Partnerships

Initially proposed by The Holmes Group in 1986, Professional Development Schools (PDS) are schools that have formally partnered with a university to improve P-12 education. One aspect of this work concerns preservice education, especially in terms of strengthening the coursework and field experiences for preservice teachers. Currently Ball State University Professional Development Schools Network encompasses 7 elementary schools, 5 secondary schools, and 3 early childhood programs in 6 school corporations throughout Indiana (See Appendix for more information).

A fundamental tenet of the PDS model is that each school approaches its PDS work in ways that are consistent with the needs and contexts of the site. Therefore, each PDS develops along somewhat unique paths. Given this, it is especially critical for university supervisors assigned to student teachers within Professional Development Schools to consult with the PDS liaison affiliated with that school and the teacher designated as adjunct faculty regarding preservice education efforts in the building.

Many PDS initiatives have specifically targeted identifying ways to develop more educative field experiences for preservice teachers, and it is important that university supervisors are aware of and support those efforts. Additionally, expectations or requirements for student teachers and cooperating teachers may differ among Professional Development Schools. University Supervisors should speak directly with the university liaison and the school's adjunct faculty teacher to ascertain whether any PDS initiatives are underway that may impact the university supervisor's work.

Supervisors Note: If you find yourself assigned to supervise a student at one of these sites, please contact the university faculty liaison along with the adjunct faculty at the school. This information is available in the Office of Teacher Education Services. Procedures and requirements vary at PDS sites. It is important for you to be aware of these differences.

Field Experiences Prior to Student Teaching

Cooperating teachers often ask how many field experience student teachers have prior to student teaching. A great emphasis is currently being placed on the importance of early field experiences. This is an evolving process and changes each year. Below are listed some of the field experience requirements for various majors or courses:

Elementary Education Generalist
EDEL 100   50 hours of service learning in a community agency
EDEL 200   6 hours in classroom (2 hours observation, 4 hours teaching small groups/assisting classroom teacher)
EDEL 350   40 hours teaching small groups and whole class (one time lessons/continuing lessons/thematic unit/assessment of learning)
MATHS 391   10 hours individual tutoring of elementary students
SCI 397   3 hours teaching small group and whole class lessons
Some students will have completed 40 hours of individual tutoring in reading in EDRDG 430. Others will take this course after student teaching.

Early Childhood Generalist
EDEL 100   50 hours of service in a community agency
EDEL 200   6 hours in primary classroom (2 hours observation, 4 hours teaching small group/assisting teacher)
EDEL 301   40 hours teaching individuals and small groups in preschool. (Includes one-time lessons/continuing lessons/thematic units/assessment of learning)
EDEL 351   40 hours teaching small groups and whole class in kindergarten or primary grade (one time lessons/continuing lessons/thematic unit/ assessment of learning)
EDEL 381   10 hours teaching small group language arts lessons in K-Primary
MATH 391   10 hours individual tutoring of primary grade students
SCI 398   1 hour observation in PreK/K/Primary

Some students will have completed 40 hours of individual tutoring in reading in EDRDG 430. Others will take this course after student teaching.

Secondary Education (Department of Educational Studies)
EDSE 150:   10 hours observation in the field
EDMU 205:   20 hours of work in the field, primarily at the Boys and Girls Club
EDSE 380/580:   1-2 hours per day in a high school classroom in the content area
EDSE 385/585:   1-2 hours per day in a middle school classroom in the content area

Dual Majors
Students in dual major program will follow a course of study, which combines the field experiences of both programs.

Zachary's Law

Zachary's Law (see IC5-2-12 and any related statutes) directs the Indiana Criminal Justice Institute to collect and make available information about offenders who have been convicted of sex crimes and certain violent crimes. Information about sex and violent offenders collected by the Institute is distributed in a document known as the Indiana Sex and Violent Offender Registry. The Institute receives information for the registry from a variety of sources including local police agencies. In Indiana, sex and violent offenders are required to register with each police agency that has jurisdiction where the offender intends to live, work or study for longer than seven days.

The Institute distributes the paper copy of the registry at least twice a year to the following agencies and organizations that serve children or employ people who might work with children:
- All school corporations,
- All nonpublic schools,
- The Indiana Family and Social Services Administration (which licenses individuals who work with children),
- The Indiana State Personnel Department (which screens individuals who work with children),
- All child care facilities licensed by or registered in Indiana, and
- Other entities that provide services to children and request the registry.

With the large number of students placed in schools, the Office of Teacher Education Services of Ball State University, completes a Zachary's Law clearance on every student being placed in a school, as well as a check through a national Sexual Offender registry. This includes students doing observations, early field experiences, internships, student teaching, as well as any other placement in the schools.

Limited Criminal History

Under legislation enacted by the 1997 Indiana General Assembly, school systems throughout the State of Indiana are requiring criminal background checks reports for all employees. School corporations consider student teachers as non-paid employees because of their daily and continuing contacts with students. Due to this role within the school system, student teachers are required by the school to obtain the appropriate criminal background report prior to their first day of student teaching. Each school corporation is different. It is best to contact the central office of a confirmed student teaching placement once it is official to obtain the necessary information for a background check. Should the student teacher have two placements in different school systems, the student may need two separate checks. ALWAYS check with the school corporations themselves. OTES DOES NOT keep a copy of the criminal background report and nor does the university supervisor.

NO STUDENT TEACHER WILL BE PERMITTED TO START STUDENT TEACHING WITHOUT PROOF OF OBTAINING THE APPROPRIATE CRIMINAL BACKGROUND REPORT. IF THE STUDENT TEACHER DOES NOT HAVE AN UP-TO-DATE REPORT ON ORIENTATION DAY, THAT STUDENT WILL NOT BE ALLOWED INTO STUDENT TEACHING AND MAY HAVE TO EITHER EXTEND THE EXPERIENCE OR DELAY TO A FUTURE SEMESTER.

Criminal background reports for student teaching must be completed no more than 120 days prior to the beginning of the student teaching assignment, and must be valid during the entirety of student teaching. Reports can be obtained in advance.

Pre-Requisites and Requirements for Admittance to Student Teaching

All initial licensure candidates, who entered the university starting in the fall of 2013, must have an overall GPA of a 3.0 or above to complete Decision Point 3 (DP3) and move into student teaching. A GPA of 2.5 or above in each teaching major, minor, and endorsement and in primary and supporting areas also applies. The

student will consult Degree Works, rGrade, and the Office of Teacher Education Services if there are any questions.

The student must meet submission requirements mentioned above as well as these additional requirements for admission to student teaching (passing Decision Point 3). Below are a few examples of those requirements.
- earned a minimum of 93 hours.
- earned at least a "C" or better in all professional education courses
- maintained clearance from the Office of Student Affairs.
- satisfied approved departmental knowledge, performance, and disposition assessment criteria relative to Indiana standards.

Should the student not meet eligibility requirements during the regular student teaching application windows, the student is to notify the Office of Teacher Education Services for the dates for late submission. The last submission time will be in May for spring placements only.

The Student Teaching Application

Students are to apply for student teaching in the fall of the year preceding the year in which they expect to student teach, or in the spring. The Office of Teacher Education Services disseminates the dates for students to submit student teaching applications.

In order to be considered for a tentative student teaching placement, the student is expected to complete an online application through rGrade. Although this application is sent to the Office of Teacher Education Services, it provides information about the student to superintendents, potential cooperating teachers and other personnel responsible for student teaching placements. We advise the students that the application is a marketing tool for them in obtaining a placement. Students are also advised that the application is to be prepared professionally and free of errors. The Office of Teacher Education Services cannot proofread applications. They will be sent as submitted.

Each application contains the following forms:

1. **Application for Student Teaching -** The application contains student's data (i.e. local and home information, term, licensure information, three questions, and the philosophy of education). This is the form that school districts will be receiving. The OTES staff does not make any corrections of spelling or grammar on these forms. Students are expected to carefully proofread their work.
2. **Affidavit**
3. **Student Authorization Form -** The student authorizes Ball State University to disclose information to third parties (i.e. transcripts).

Confirmation and Placement of Student Teachers

Student teaching placement status is available via individual student rGrade profiles.

All student teachers receive an official confirmation of their tentative placement. In this confirmation, they are advised of the school site, the teacher with whom they are placed and the dates of placement. This confirmation sheet also includes the site and time for the student teaching orientation. The confirmation of a student teacher is collaborative between the School Corporation and The Office of Teacher Education Services. After meeting the minimum requirements stated under "Terminology, Definitions, and Abbreviations," assignments are made. With this confirmation, the student teacher also receives a school visitation form. These visits are to be made prior to the beginning of their student teaching placement. The only exception for not making these visits is if the placement was a late placement. (See Appendix for more information)

An email is sent twice prior to student teaching to all student teachers. In this email the student is reminded of the site and time for the required orientation meeting. The student also receives information regarding the purchase of required texts.

Placement of Student Teachers

People often ask how many student teachers on average does OTES place a year. Approximately 300 to 500 student teachers are placed during the year. As some students have more than one placement, this equates to approximately 600 placements a year.

The OTES office generally has 30 to 40 university supervisors working during each semester. The Department of Elementary Education, the Department of Educational Studies (secondary), the Department of Special Education, the Department of Mathematics, the Department of English, the Department of Music and the Department of Physical Education advise OTES as to the number of faculty who will be assigned student teaching loads. The university supervisory team also includes a cadre of part-time university supervisors. Every part-time university supervisor holds or has held a teaching license. Each supervisor has taught for several years in public education, as well as several having an administrative role.

Student teachers are placed in 27 counties in Indiana. We make every effort to stay out of the placement areas for Indiana University and Purdue University. We place as many students as possible in our clinical practice network consisting of PDS and Partner schools first.

As there are 41 teacher-training institutions in the state, the competition for student teaching placements is intense. Students are advised of the importance of their student teaching applications and their grades. Once the request for placement leaves OTES, the request is in the hands of the public schools.

In larger corporations, the request may first go through an assistant superintendent or a personnel director. In small corporations, the request typically goes to the superintendent. OTES maintains a contact directory, which is updated annually so that the correct contact person receives the request for placement. From the central office, the paperwork is sent to the principal or his/her designee for consideration for placement. At the elementary level, the principal will most likely send the request to a team of teachers and they will review the paperwork to determine who in the team might be the cooperating teacher. At the secondary level, the principal or designee will send the request to the department chair in the student's content area. Schools recommend the teachers that they want to serve as cooperating teachers to OTES.

We are finding that the schools are more and more discerning about who will be invited into their schools. Principals and teachers are critically reviewing the student teacher's application and the grade sheet.

Placement requirements for dual elementary/special education majors

Please refer to information on dual majors in the Appendix for more information

THE UNIVERSITY SUPERVISOR

The University Supervisor as a Partner in the School Community

The university supervisor is a critical part of the supervisory team. According to Zimpher in the *Journal of Teacher Education* 31 (Jul-Aug) pp. 11-15, the supervisor must survive in many worlds and be many things to many different people. The supervisor is the representative of the university and is in the position of assuring the completion of university requirements during student teaching. The university supervisor also facilitates relationships among teachers, student teachers, and principals maintaining confidentiality as appropriate. The university supervisor is expected to keep all parties informed:
- The student teacher
- The cooperating teacher
- The principal
- The university (Director of the Office of Teacher Education Services)

The university supervisor is also in an important public relations role. It is expected that the university supervisor will be dressed professionally during each visit to the building. During the initial visit the university supervisor should make every effort to meet with the principal. If not at the first visit, this should occur early during the student teaching experience. Whenever the university supervisor visits, he/she is to wear a personal university identification badge and should always check into the main office (required for security reasons). During each visit, the supervisor should observe a full class lesson, as well as provide follow-up conference time with both the student teacher and the cooperating teacher.

The university supervisor is placed in a role as a partner in the school community and as such must demonstrate the highest standards of professionalism.

The University Supervisor's Role with Student Teachers

The university supervisor functions in a unique role among professional educators. Although she/he works in public schools, she/he is not a member of the staff. The university supervisor is a member of the student teaching triad - student teacher, cooperating teacher and the university supervisor with the principal also being included. It is generally agreed that the university supervisor's role is both supportive and evaluative. The university supervisor is also the contact with the university.

Number of Visits:
Supervision by the university supervisor includes regular classroom visits and observation of the student teacher either with a small group or during a full class instructional period. It is required that the university supervisor maintain weekly contact with the cooperating teacher and the student teacher. There will be a minimum of six (6) visits with four (4) considered formal observations with written feedback during the 16-week student teaching experience, unless additional assessment is needed. This requirement is uniform across the program.

The university supervisor assists and supports the cooperating teacher in any manner that appears appropriate. The function is not to find fault, but to help analyze problems which arise with the student teacher and to provide resources and suggestions for dealing with them.

The university supervisor will understand and be familiar with the InTASC Standards and will have been trained in the use of the *Evaluation of Student Teachers Guidebook* and the *Student Teacher's Portfolio Handbook.* The university supervisor will be able to communicate to the student teacher the rubric expectations for achieving competency levels that will demonstrate what the student teacher knows and is able to do. The university supervisor will communicate often with the classroom teacher as well as the student teacher so that there will be a clear understanding of progress.

Job Description

The university supervisor guides and directs student teachers during the practice teaching period in the schools in which they are placed. Individual placements may range from eight (8) to twenty-four (24) weeks. The university supervisor works closely with the Director of Teacher Education Services in providing assistance and advice to the student teacher as well as collecting and providing information necessary to document completion of student teaching requirements. Supervisors are expected to establish and nurture a positive partnership between the local school district and Ball State University.

Principle Duties and Responsibilities of the University Supervisor (details outlined further in handbook)
- Maintain weekly contact with student teachers, visiting them approximately six times during a sixteen (16) week placement, or four (4) during an eight (8) week placement. Of the six (6) visits during a sixteen (16) week placement, four (4) will be considered formal observations. Of the four (4) visits during an eight (8) week placement, two (2) will be considered formal observations. Written feedback will be provided immediately after each visit.
- Participate in orientation.
- Participate in a half-day co-teaching workshop conducted for cooperating teachers.
- Attend seminars for university supervisors as scheduled by the Director of Teacher Education Services.
- Review the cooperating teacher's and student teacher's copies of the Evaluation Handbook (rubrics).
- Meet with student teachers on campus the first day of the semester to review requirements. This meeting takes place after the general orientation session.
- Regularly observe the student teacher in teaching situations. Conduct post-observation conferences to guide the student teacher in self-reflection and to offer positive reinforcement and suggestions for growth.
- Review students' written work (lesson plans, journal reflections, video analysis, developmental portfolio, etc.) during each visit. Provide feedback.
- Leave written feedback of observations during each visit. Complete the observation form during a formal observation, emailing copies to both the cooperating teacher and student teacher.
- Work with the cooperating teacher to assist the student teacher to grow professionally and to successfully progress as a novice teacher.
- Maintain a Supervisor's Log entry for each visit. Document progress and any concerns that were observed and shared with the student teacher. This documentation is critical information in appeal cases.
- Maintain an accurate Digital Travel Worksheet and submit it to the Office of Teacher Education Services (OTES) on the day grades are due. Travel Worksheets and dates on Supervisor Logs should match.
- Remain accessible to the student teacher for the entire length of the placement.
- Advise the Director of Teacher Education Services of the following:
  - Problems experienced by an individual student.
  - Problems with a cooperating teacher or concerns from a principal.
- Remain informed of the current practices regarding supervision of students (collaboration, co-teaching models, reflective practitioners, etc.).
- Be familiar with current standards for teacher education in the state of Indiana (InTASC standards and the content area standards).
- Be familiar with licensure policies in the state.
- Conduct seminars for your students with relevant topics such as: the InTASC standards, portfolio artifacts, effective teaching practices, management strategies, etc. (Exceptions would be supervisors whose students work 75+ miles from a central seminar site.)

Submit the following forms to OTES on the day grades are due:

1. For each student teacher:
   a. <u>Summative Student Teaching Profile,</u> (rGrade)
   b. Supervisor's log of visits
   c. LAMP rubric evaluation (rGrade)
   d. A copy of the cooperating teacher's benchmark conference text
   e. Copies of each formal observation form

2. Your Travel Worksheet with totals completed (BSU Traveler).

Maintain the following records in your personal file for future reference as needed:

1. Copies of your observation forms or other communications documenting problems. This is critical for students who withdraw or those who do not receive credit for student teaching.

2. A copy of the <u>Summative Student Teaching Profile</u> and your supervisor's log.

NOTE: <u>ALL paperwork listed above must be submitted on the day grades are due each semester.</u>

COOPERATING TEACHERS: Training and Expectations

Online Orientation

Although the cooperating teacher is approved by their respective principal, or administrative head, and meet the expectations of Ball State University, there still needs to be training on policies, procedures, and mentoring in a co-teaching classroom. Ball State University Teachers College and the OTES presentation team offer cooperating teachers summer and fall opportunities to attend online workshops in which the classroom teacher learns how to evaluate performance of the student teacher using the *Evaluation of Student Teachers Guidebook*. The teacher also becomes well acquainted with the *Student Teacher's Portfolio Handbook* and the Showcase Presentation. Invitational information describing the workshops, locations and times are emailed to all cooperating teachers for fall and spring. Handouts provided at the training can be found in the Appendix (asterisk items).

The basic workshop includes:

- Overview of the State Board of Education (SBOE), Rules for Educator Preparation and Accountability, and the InTASC Standards

- Overview of the standards and rubrics for student teachers

- Practice using the evaluation instrument for familiarity

- Overview of the models of co-teaching teaching

- Opportunities to share ideas with other cooperating teachers

Online workshops for cooperating teachers who are new to Ball State, and are expected to begin in the fall 2015. Because of this, the university supervisor is expected to discuss the *Evaluation of Student Teachers Guidebook* and the *Student Teacher's Portfolio Handbook* and guide them in the process of performance-based assessment.

The Co-Teaching Model: Co-Teaching Models and Expectations

Ball State University Teachers College has adopted the Co-Teaching Model for the student teaching experience. Co-teaching is defined as a student teacher and a cooperating teacher working together with groups of students and sharing the delivery of instruction and physical space.

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Co-Teaching Workshop

Ball State University Teachers College has adopted the co-teaching mentoring model to support our candidates and to positively impact the learning of P-12 students. To best implement the model, teachers and candidates are ***encouraged and expected*** to attend a workshop ***together***, prior to the student teaching semester. This is an essential component of a successful co-teaching partnership.

Workshops are scheduled in a variety of locations over the summer and into the fall. **Summer workshops are appropriate for either fall or spring placements. Fall workshops are scheduled for spring placements.**

Workshop information is automatically emailed to both cooperating teachers and student teachers, once a placement is confirmed.

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For many years cooperating teachers have been encouraged to gradually turn over their teaching responsibilities to the student teacher until, for a period of several weeks, the student teacher has complete responsibility for all teaching. This approach serves the student teacher well, but it does not always take advantage of having an additional adult in the classroom.

A co-teaching graphic on page 16 in the *Evaluation of Student Teachers Guidebook* provides a visualization of the Co-Teaching Model. In Stage #1 of this model, the cooperating teacher leads the planning time, engages the student teachers in classroom instruction and classroom management using co-teaching strategies, and leads evaluation of learner work.

As the semester progresses, the cooperating teacher and the student teacher will move into a team-teaching model with the student teaching accepting more responsibility. In Stage #2 of this model, the student teacher leads planning time, engages the cooperating teacher in classroom instruction and classroom management, and leads the evaluation of learner work. This leaves the cooperating teacher teacher remaining in the room observing, co-teaching, and advising. With co-teaching, the amount of time the student teacher is left alone for "solo" teaching is reduced so that the cooperating teacher and the school can take advantage of having an additional, trained adult to teach students. There will still need to be some "solo time" for the student teacher; however, the supervisory team can determine the schedule for this. The final stage, Stage #3, have both the student teacher and cooperating teacher collaborating on planning time, both actively involved in classroom instruction and classroom management, and sharing the evaluation of student work. This should continue through the final weeks of the semester.

The benefits of the Co-Teaching Model include:

- Additional emerging professional in the classroom

- Great opportunity for small group or individual instruction

- Ongoing assessment of student teachers

- Cooperative planning and monitoring

- Increased opportunities for reflection by the teacher and the student teacher

The Co-Teaching Model: University Supervisors

As a university supervisor you have received information regarding some approaches to co-teaching. If the cooperating teacher attended a workshop, he/she is also aware of these approaches. These include: one teach-one support/assist, parallel teaching, alternative teaching, station teaching, team teaching, supplemental teaching and one teach, one observe.

Although the Co-Teaching Model is a departure from the earlier model of student teaching, the concept of collaboration with its co-teaching models has been used with special students for nearly 20 years. In inclusion classrooms, a general education teacher and a special education teacher become co-teachers to serve the needs of all of the students in the classroom. There is some evidence that with two adults working in the classroom, test scores may improve.

Teachers College does consider this model as a "perk" to the school system, allowing the cooperating teacher and the student teacher to work together, thus providing more opportunities to meet the needs of all students.

STUDENT TEACHING REQUIREMENTS AND SYLLABUS

Requirements for Student Teachers

The semester of student teaching is a continuation of the unit assessment process. A core set of requirements has been developed. These requirements will provide opportunities for students to demonstrate their skills on the InTASC standards. All student teachers are required to complete the requirements listed below. In addition, university supervisors are asked not to add assignments to this list without approval from the Director of Teacher Education Services.

Exceptions: There are some situations where student teaching requirements will vary due to the nature of the discipline or the students. These exceptions might include: special education, early childhood, dual majors, and special disciplines such as art, music and physical education. Faculties in these departments often provide a list of requirements specific to the field. At all times, assignments must be related to classroom teaching and be an application of knowledge learned.

Professional Development Schools (PDS): Requirements at these sites may also vary. Frequently, teachers and administrators at the site have developed a set of requirements and activities to be completed by the student teachers.

The following requirements are expected of ALL student teachers:

Lesson Plans (InTASC 7): Student teachers are required to write lesson plans. Student teachers often ask if they must write a fully scripted lesson as they have done in methods courses. Most supervisors ask for a less detailed version with phrases and abbreviations. All the steps in the teaching process must be present. It is helpful for students to include higher-level questions they will be asking students. Objectives of the lesson should be connected to the state standards. *If a student teacher is struggling, he/she may be required to write more detailed plans.*

Weekly Goals (InTASC 9) The form for goals is provided in the *Evaluation of Student Teachers Guidebook* and the *Student Teacher's Portfolio Handbook*. Students should make enough copies for their placement. Students should determine 2-3 specific focused goals for each week. Goals should be related to the InTASC standards. However, this should not become a "to do" list. Rather, students might ask themselves "What do I need to focus on this week to improve my teaching, my planning or my relationships with students and teachers?"
"How will this help me?"

> Good example: (InTASC 1): "I want to include some leading questions or
> discussion of background in all my lesson plans in order to tap my students' prior knowledge."
> Good example: (InTASC 2 and 3): "Set up a behavior management plan for
> Jesse and Michael to help them stay organized and complete their work on time."

> Poor Examples: "Put up my bulletin board." "Get caught up on grading papers."

Reflective Journal (InTASC 9)
Students should become reflective practitioners. Written reflections will support the daily conversations being held with cooperating teachers.

The reflective journal is not a diary or a place to vent frustrations. The purpose is to demonstrate student thinking and growth throughout the student teaching process (refer to the portfolio handbook on p. 20 for a guide to journal writing). As a university supervisor, you may determine how often students write in their journals.

The journal is to be read by both the cooperating teacher and the university supervisor. If a cooperating teacher is to evaluate a student's ability to reflect, they must read their journal. Student teachers should make their reflective journal readily available to both their cooperating teacher and the university supervisor.

Observations: (InTASC 9, 10)
Student teachers have been observing teachers for most of their teacher preparation program. The purpose of the observations early in the placement is for student teachers to become familiar with the teaching techniques of the teachers at their grade level or within their discipline area. Student teachers generally observe 'with a different eye' after they have been teaching on their own for a few weeks. At this time, the observation becomes much more focused. Students may also observe in different areas or grade levels – perhaps toward the end of the placement. A written reflection should be completed.

Student teachers should select several InTASC elements to observe. A written summary and reflection should be completed. Specific "fill in the blank" type forms for observations are not recommended during student teaching.

Video Analysis and Reflection (InTASC 9)
Video recording is an invaluable tool for self-reflection. A form for self-analysis is included in the evaluation guidebook and the portfolio handbook. Students should video record (30-45 minutes) themselves early in their student teaching experience (no later than week 4). Transitions into and following the lesson need to be included. Later in the experience (8-10 weeks later), record another 30-45 minute segment of teaching. Complete a second analysis and reflection document. Both of these documents should be uploaded into your digital portfolio. Supervisors may set specific requirements.

> Permission for Video recording: Many schools have privacy policies in place for video recording pupils. Student teachers must inquire about these policies. If a policy is not in place, it is suggested that student teachers create a letter of explanation indicating the purpose of the video recording and ask parents to return the form if they do not wish for their child to be videotaped.

Weekly Schedules
Student teachers will need to send the university supervisor a schedule for the week indicating what classes they will be teaching. This will allow the supervisor to plan a productive visit where they can observe the student teacher in a teaching situation. These schedules can be sent via mail, fax or e-mail based on the preference of the university supervisor. Supervisors should indicate a day on which schedules should be sent for the following week. (See Appendix for more information)

The Portfolio (InTASC 1-10)
University supervisors should read the *Student Teacher's Portfolio Handbook* along with the *Evaluation of Student Teachers Guidebook,* for a full description of the portfolio. All student teachers are required to maintain a portfolio throughout the placement. Supervisors should examine the portfolio upon each visit. It is also helpful to expect students to have a required number of artifacts collected at key points during the placement(s). Most supervisors use the student teaching seminar time to discuss the InTASC standards and to have student teachers share and discuss artifacts collected.

The Learning Assessment Model Project (LAMP) Unit (InTASC 1, 2, 3, 4, 5, 6, 7)
The InTASC standards require that a beginning teacher must be able to plan long term, integrate curriculum, and connect lessons to state and local standards. Student teachers must meet these requirements by planning a unit of instruction following the Learning Assessment Model Project (LAMP) guidelines. This unit is usually taught during the second half of the placement. The length of the unit may vary with disciplines, developmental levels, and classroom circumstances. However, student teachers should prepare a substantial enough unit (or multiple units) to demonstrate the appropriate InTASC standards for long-term planning. A suggested list of reflective questions is included. (See the LAMP web pages and the section included in the syllabus)

Learning Assessment Model Project (LAMP)
A ten-day interdisciplinary teaching unit for student teaching

Components

The Instructional Unit
> Inclusion of academic content standards and a variety of instructional strategies
> Accommodation of developmental differences
> Incorporation of media and technology

Assessments (pre/post-measures)
> Validity and reliability of assessments
> Presence of specific and appropriate criteria for mastery levels
> Well-constructed test items
> Parallel pre and post tests to measure standards

Student Project
> Incorporation of the standards in the project
> Presentation of evaluation criteria
> Includes effective instruction and rubric evaluation

Project Rubric
> Appropriately addresses the standards incorporated in the project
> Evaluates both processes and conventions
> Presence of specific and appropriate criteria for mastery levels

Evaluation of Student Learning
> Pre-test performance graph with interpretation
> Rationale for instructional modifications based on pre-test
> Interpretation of project performance
> Post-test performance graph with interpretation
> Comparison of pre-test, post-test, and project performance
> Reflection on data and rationale for modifications for future instruction

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The LAMP unit provides an opportunity for the student teacher to write curriculum, align academic standards to assessment and evaluate student learning. For more specific requirements, refer to the LAMP syllabus and the Teacher Education Digital Portfolio Support site.
(http://portfolio.iweb.bsu.edu/resources/studentteaching/LAMP.html)

University supervisors may outline other specific requirements.

Helpful hints for university supervisors:
a. Be specific in your requirements; follow the syllabus for the thematic unit.
b. Suggest that student teachers <u>not</u> wait until the last two weeks of the placement to teach the unit. Inevitably, units take longer to teach than originally planned. In addition, waiting until the end of the placement does not leave time for quality evaluation of student learning. On the other hand, students who teach the unit too soon are often not skilled yet in classroom management and/or direct instruction techniques.
c. Ask student teachers to have the written unit prepared one week prior to teaching it. This allows for fine-tuning with the cooperating teacher and also helps those student teachers that tend to procrastinate and think they can create a unit of this caliber "over the weekend".
d. If one of your student teachers has written an excellent unit, ask permission for a copy of it to share as a model with your future groups.
e. Students are required to include the entire LAMP project in the portfolio. To better accommodate this these tasks, the unit should be saved as follows: one(1) WORD document and one(1) EXCEL document for the graphics.

The Portfolio – This is required, not optional!

- Ways to get portfolio support include:
  - Walk-in to TC 208 (hours posted on website)
  - iChat: Add **portfoliosupport** to your buddy list
  - Phone: 765-285-4197
  - Email: icare@bsu.edu
- URL is to be submitted to the University Supervisor and the student teaching website no later than the last day of student teaching. This gives the university supervisor time to browse the site to be sure it has been posted correctly.
- Required elements:
  a. 22 artifacts and reflective analysis for each (Standard 3 is split into parts 3A and 3B)
  b. LAMP unit

NOTE: The Showcase Presentation components listed on page 14 of the Portfolio Handbook do not need to be posted. This would include items such as observations, journals, goals, and the video analysis.

Creating A Syllabus

Each university supervisor must create a syllabus that will be provided to both the student teachers and the cooperating teachers. <u>One copy of the syllabus must be sent to OTES at the beginning of the semester.</u>

The syllabus is considered a legally binding contract between you and your students. University supervisors <u>must</u> follow the requirements set forth in the syllabus. Several statements must be included verbatim in each syllabus. A two-page syllabus with these standard statements is provided in the Appendix. You are free to attach this to your syllabus or to create your own. Remember that student teaching requirements are basically the same for all student teachers. Requirements may vary in some disciplines or at Professional Development Schools.

The syllabus must include the following items in additions to your requirements:

1. Contact information including phone number and e-mail address of the university supervisor.

2. Course objectives should be **written exactly as follows**:

a. Students will be immersed in the school environment by being able to teach, observe, assist, and participate in all aspects of the school.
b. Students will analyze various effective approaches to teaching and management and put these approaches into effect.
c. Students will develop skills, knowledge, and insights that are necessary to utilize as a classroom teacher.
d. Students will learn about various resources that are available to them in the school and community.

3. The attendance policy should be **written exactly as follows***:*

Attendance is expected every day of your student teaching assignment. If, however, you have an illness or emergency, you must call the school <u>and</u> your cooperating teacher before the start of the school day. <u>You must also notify your university supervisor.</u> Students with more than five (5), as judged by your university supervisor and your cooperating teacher, will be required to make up these days as determined by the cooperating teacher, university supervisor, and Director of OTES. Documentation for absences of more than three days will be required. Please note that student teachers are to follow the school calendar, once student teaching begins, not the Ball State calendar. Also, please remember that you are responsible for ensuring that any necessary materials and/or lesson plans are available in your absence.

General guidelines for university supervisors to know:

- Doctor appointments should be scheduled after school or arranged to present the least possible disruption to teaching. Interviews and trips to campus are not considered excused absences.
- Testing appointments should be scheduled after school or on the weekend.
- Students should get permission from the university supervisor for any absences other than illness.
- Students should notify you of absence due to illness to prevent visits to class when the student is not present.
- Double check all absences with the cooperating teacher.
- Absences before/after vacations should be suspect.
- Cooperating teachers must be informed of the attendance expectations.
- Inform the Director of Teacher Education Services of any students with absences in excess of three days. After 3 days, a doctor's excuse will be required.
- Student teachers may attend professional conferences (with or without the cooperating teacher) with your permission, the cooperating teacher's permission, and advance notice.
- Students should not miss more than 3 days in the semester for either professional development or illness.
- When schools are closed due to weather, student teachers are generally not required to make up the days – unless the district schedules a makeup day during the student teaching placement. Unusual circumstances with multiple missed days should be discussed with the Director of Teacher Education Services.

4. A statement about how the student will be evaluated in student teaching is to be **written exactly as follows**:

Formative Evaluation will occur in many ways:
a. Through daily observations and reflections with your cooperating teacher.
b. Through observations and reflections with your university supervisor.
c. Through satisfactory completion of all requirements.
d. Written feedback will be given to you when you are observed and more formally when you participate in benchmark conferences. Your cooperating teacher will record your progress at pre-determined interval weeks in the booklet *Evaluation of Student Teachers Guidebook.* It is your responsibility to self-reflect and record your own thoughts on your copy of the guidebook. Have your copy complete prior to each benchmark conference.
e. Both of your supervisors will examine your portfolio regularly.

f. Showcase Presentation: This will take place a week or two prior to completion of your student teaching. Refer to pages 14-18 of the *Student Teacher's Portfolio Handbook* for details.

Summative Evaluation: Based on data from the formative evaluation process (above), you will earn competency levels of *unsatisfactory, basic, proficient, or distinguished* on each of the ten InTASC standards. In addition, you will receive narrative summaries of your abilities from your classroom and university supervisors.

Your supervisors will collaborate regarding your final competency levels. However, it is the responsibility of the university supervisor to determine final competency levels. Students earning a level of "unsatisfactory" on any of the InTASC standards on the Summative evaluation will <u>not</u> be recommended for teacher certification in the state of Indiana.

Supervisor's Note: Other evaluation procedures may be used in particular discipline areas or developmental levels.

5. Students with "special needs" statement **written exactly as follows**:

Students with a disability, which could impact the student teaching experience, should consider discussing such considerations with the Director of Teacher Education Services as soon as possible. If an auxiliary aid or service, academic adjustment or other accommodation is to be requested, contact must be made with Disability Services (V:285-5293) or (TDD: 285-2204) in a timely manner.

6. Academic Dishonesty Statement **written exactly as follows**:

Honesty, truth, and personal responsibility are fundamental attributes of the university community. Academic dishonesty by a student will not be tolerated, for it threatens the foundation of an institution dedicated to the pursuit of knowledge. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Any instance of alleged or suspected dishonesty will be processed through the established channels.

7. All student teachers will create and teach a 10-lesson unit of instruction based on the Indiana Academic Standards. This unit is based on the Learning Assessment Model Project (LAMP). Directions for this unit are provided and should be given to the students or included in the syllabus. The LAMP syllabus is a supplement to your general syllabus.

8. Other items may be added as established by Teachers college or an individual university supervisor. All requirements listed on the syllabus should be keyed to the InTASC standards. This is a requirement of Teachers College and CAEP/NCATE.

Required Texts

Student teachers receive a letter, and email, prior to the orientation meeting instructing them to purchase student teaching texts. They are to bring these texts to orientation:

Student Teacher's Portfolio Handbook: The student teacher purchases only one copy of this text for his or her personal use.

Evaluation of Student Teachers Guidebook: Students will buy at least two copies, one for themselves and one for the cooperating teacher, for <u>each</u> placement.

When student teachers change placements, they will need a new copy of the evaluation guidebook for their new teacher.

Some examples would be:
- A kindergarten and a primary placement: three evaluation guidebooks and one portfolio handbook.
- Two special education placements: three evaluation guidebooks and one portfolio handbook.
- A secondary or dual major placement with two cooperating teachers: three evaluation guidebooks and one portfolio handbook.
- Physical education majors need two evaluation guidebooks and one portfolio handbook.
  Please remind student teachers that it is illegal to duplicate these copyrighted materials.

Timeline of Semester Activities

This graphic on page 16 of the *Evaluation of Student Teachers Guidebook* depicts the responsibilities of all the participants during the student teaching experience. The cooperating teacher, university supervisor, and student teacher each have a role to play and expectations to fulfill.

The graphic displays an evolving and exchanging of lead roles. Activities to be completed include: leading planning time, classroom instruction, evaluation of student work, and classroom management.

The cooperating teacher will guide and model appropriate teaching behaviors, provide written feedback throughout the semester, conduct the appropriate number of benchmark conferences, participate in the Showcase Presentation, confer with the university supervisor, and complete the summative evaluation at the end of the experience.

The university supervisor will monitor all written work, observe and provide the student with written feedback on a regular basis, conference with the student and the cooperating teacher in regards to the evaluation rubric, and participate in the end-of-semester evaluation process.

Student teachers are expected to teach full time until the end of the semester using our co-teaching model. There is not a lengthy phase out period of time. Students may, however, be given permission to observe in other classrooms or in other schools during the last few days of the placement. Most students plan to be in the classroom on the last day for a final farewell to the students.

THE EVALUATION PROCESS: FORMATIVE TO SUMMATIVE

Formative Evaluation

Formative evaluation is an ongoing process for the purpose of enhancing the professional skills of the novice teacher. The process is generally viewed as more informal, reflective and conversational.
Formative evaluation occurs over time in many ways:

- Cooperating teacher's daily observations and conversations with the student teacher.
- University supervisor's observations and conversations with the student teacher and the cooperating teacher.
- Satisfactory completion of all student teaching requirements.
- Benchmark conferences with the cooperating teacher and comments written in the evaluation guidebook. The teacher and the student teacher will each be writing comments in the *Evaluation of Student Teachers Guidebook* (also known as the rubrics evaluation).
- Satisfactory completion of the developmental portfolio throughout the semester.

Observations

Each visit with a student teacher should include an observation of their teaching skills. At least four (4) of the six (6) visits are to result in a formal observation. One form for observations is available at OTES (See Appendix for more information). This form, whether digital or triplicate, should be distributed to the cooperating teacher and student teacher immediately after the observation. This documentation is essential in situations where a student may be in danger of failing or with a student who withdraws and appeals to student teach a second time.

Benchmark Conferences

These conferences are held between the student teacher and the cooperating teacher during designated weeks of the placement (refer to the evaluation guidebook). The university supervisor does not usually attend these conferences unless a special request is made to do so.

Showcase Presentation: (refer to the portfolio handbook)

The Showcase Presentation provides student teachers with the opportunity to demonstrate their successful implementation of the InTASC standards (performance based evaluation). The presentation also provides a forum for student teachers to practice oral presentation skills in preparation for teaching interviews.

The Showcase Presentation should be scheduled one to two weeks prior to the end of the placement. Students are asked to keep the presentation to approximately 25-30 minutes. Encourage students to reread the portfolio handbook pages referring to the Showcase Portfolio and preparations for the final presentation. Most supervisors meet with the cooperating teacher following the Showcase Presentation to prepare for the final evaluation.

The portfolio can be presented either from the laptop or from a published website. The student will be responsible for providing the necessary technology for the digital portfolio presentation. They may ask about creating a digital presentation. This option is permissible if they submit the URL to the university supervisor in advance of the showcase. Students are not permitted to create a digital presentation, as an example through Prezie or PowerPoint, in place of the website.

Plan for approximately one hour to watch a showcase presentation followed by a meeting with the cooperating teacher for discussion regarding completion of the student teacher's summative profile. The student does not participate in this discussion.

Over time we have found that many procrastinate in preparing the portfolio and showcase presentation. Here are some hints:

- Require students to have 1-2 artifacts for each InTASC no later than midterm.
- Continue to require that artifacts be gathered. Ask students to bring them to the seminar for sharing and discussion. They should continue to collect artifacts all semester so they have a good selection from which to reflect and select for the Showcase Presentation.
- Near midterm, remind students of the specific requirements for the showcase portfolio. These can be found in the *Student Teacher's Portfolio Handbook* on p. 14.
  These artifacts take some time and planning to collect.
- Schedule the Showcase Presentations when there will be plenty of time and no interruptions.

Summative Evaluation

Summative evaluation is the process that occurs as supervisors gather all evidence and make consequential decisions regarding a student teacher's readiness to become certified as a professional educator.

The Summative Student Teaching Profile   (final evaluation)

Based on data from the formative evaluation process and the showcase portfolio presentation, student teachers will earn levels of *unsatisfactory, basic, proficient or distinguished* on each of the ten InTASC standards. This information will be recorded on the Summative Student Teaching Profile. (See Appendix for more information)

Meet with the cooperating teacher sometime following the showcase portfolio presentation.
Together you will determine the student teacher's final competency levels.

- Review together the most recent benchmark conference and the subsequent competency levels earned by the student teacher. Look at each InTASC standard and determine the most accurate level of accomplishment. This decision should be based on the student teacher's level of competence at the end of student teaching. The artifacts shown in the Showcase Presentation should support the student teacher's actual classroom performance. When in doubt about a competency level on InTASC, reread the rubric descriptors. Actual classroom performance level should always be considered over performance on the Showcase Presentation.

- To determine the final level of competence for each InTASC standard, average the levels from the final benchmark conference. Take into consideration any significant progress since that point. If a student teacher has earned two "P's" and two "B's", it may be difficult to determine an average. Also take into consideration the artifacts and reflective statements presented at the showcase presentation. Keep in mind that a hiring official who is reviewing the summative profile will be reading only the InTASC standard itself (on page 3 of the summative profile) and not the individual rubric descriptors. It often helps to reread the principle in order to determine the most accurate level of competence. If there is disagreement between the cooperating teacher and the university supervisor, the university supervisor is responsible for the final decision. Remember that plus (+) and minus (-) markings are not appropriate and do not lead to a student teacher understanding his/her levels.

- See appendix for handout "How Are Final InTASC levels determined?"

- The cooperating teacher will complete a summative narrative that will be submitted online. You can provide assistance on this if requires. Sample narratives and prompts a supportive documentation can be found in the Appendix.

- The student should complete the demographic information on the school and students within the first two weeks of the placement. Information required to complete this section can be found on the Department of Education website under P-12 School data. You will want to review this section to make sure that it is completed.

- InTASC Assessment: While the cooperating teacher and university supervisor discuss the final InTASC rating, it is ultimately the university supervisor who enters the grade in rGrade, and has the final say on InTASC levels.

- Summative Narrative: This is the narrative to be completed by the cooperating teacher. The narrative is not a letter of recommendation. It is to be supportive documentation of the competency levels the student teacher has earned. Specific examples should be used to highlight distinguished accomplishments or strengths. It is also important to address areas of continued growth or areas of concern. The narrative is to be no longer than one page and should be submitted online. Remind teachers not to add additional pages. You will want to check the website to be sure this has been done. Online instructions for teachers are available, see appendix for more information.

Hiring officials are looking to read a succinct description of your student teacher's skills. Therefore, they are no likely to read very long narratives. For students with numerous examples of distinction, you may wish to use a bulleted list of their accomplishments.

If a student teacher is working with more than one cooperating teacher, the two teachers are to complete separate summative profiles each.

- Multiple Placements: (8 weeks/8 weeks)
When a university supervisor works with a student teacher in two different placements, each cooperating teacher will complete a summative profile. The student teacher may or may not present two separate Showcase Presentations. This decision is made based on the distance between placements. Generally, a student teacher working in the same school or district for the two placements will present only one showcase near the end of the second placement. Both teachers would be invited. Further details on these situations are outlined in the *Evaluation of Student Teachers Guidebook.*

- Dual Major:
Students who are completing more than one licensing program may have to student teach in more than one content area within a single student teaching placement. The supervisor's role in this situation is critical in assuring that the student teacher has experiences in both areas. There is considerable variability in these placements because of the differing cultures of the schools. Two common examples are the dual special education/elementary education majors and elementary education majors adding middle school math licensure.

Grades for Student Teaching
All student teachers will earn either "Credit" or "No Credit". They must earn levels of "Basic" or above on each of the InTASC Standards as reported on the summative evaluation in order to receive "Credit".

ORIENTATION DAY FOR STUDENT TEACHERS and SUPERVISORS

The first day of each semester is a mandatory orientation day for student teachers. Details about the day are mailed to students when they receive confirmation of their placements (See Appendix for more information). This information is also emailed to all student teachers regardless of their placement status. A reminder email is also sent one month prior to orientation and then one week prior to orientation. University supervisors receive a copy of the same information. New university supervisors are required to attend the morning orientation session. Returning supervisors are encouraged to attend in order to remain informed of current procedures and able to answer student questions.

Large Group Session (morning)

Student teachers meet in two large groups (divided by supervisor) from 8:30 A.M. – 12:30 P.M. in the Student Center. Speakers will present information from Health Education (blood-borne pathogens training), Career Services, Social Work, Educational Licensing, and iCARE. Students will also hear from the Director of OTES and several faculty members. Topics covered will include: The InTASC standards, performance-based assessment, the evaluation guidebook and using the rubrics, the portfolio process, LAMP, obtaining a substitute license, co-teaching models, the Zachary law, criminal history checks, and termination/withdrawal/appeals policies.

Student teachers are asked to purchase the following books prior to orientation day: Student Teacher's Portfolio Handbook and Evaluation of Student Teachers Guidebook.

Students are on their own for lunch.

Small Group Sessions with University Supervisors (afternoon)

Students will meet with their assigned university supervisor beginning at 1:00 P.M. The OTES staff assigns these meeting rooms throughout campus. If a supervisor wishes to change the time or location of this meeting, he/she should contact the staff at OTES several weeks in advance so that the correct information can be given to students. All supervisors, including those at distance sites, are expected to meet with students on this day unless other arrangements are made in advance. Most supervisors at PDS sites will hold these meetings at the school. Again, please notify the OTES staff of your preferences at least two weeks prior to orientation.

If a student teacher is not in attendance at your seminar, try to contact him/her to determine the reason for the absence. This seminar is required as part of the student teaching assignment. Should a student miss this meeting *without a valid excuse*, this should be noted under InTASC Standard #9 – Professional Learning and Ethical Practice. Please advise OTES staff of those students who missed your seminar and the reason for their absence. In the event you find that they are not student teaching for some reason, the OTES office staff need to know immediately so that loads can be adjusted.

Pre-visitation (Gold) forms are also to be brought to the orientation meeting and collected by the university supervisor. These forms document that the student teacher completed the two required pre-visits to the assigned classroom. Students who receive late assignments may not have had the opportunity to visit the classroom. Keep the forms in your files and inform the Director of OTES of any students who did not meet this requirement.

Tasks to be completed by University Supervisors (afternoon session of orientation)
You will want to spend a short amount of time getting to know your students at this first gathering. Unfortunately, students are overwhelmed with information on this orientation day. Encourage them to take good notes for future reference. It is helpful to have your own notes, agenda, and handouts well organized for smooth distribution. Contact your mentor supervisor for assistance as you prepare for this important meeting.

Collect the following items and maintain in your personal file for the semester.
(See Appendix for more information)

- Pre-visitation forms (Gold): This is the record of the two visits students should have already made to their school.
- For the afternoon session, you will provide the additional copies of "Policy and Procedures Related to Termination and Withdrawal from Student Teaching" and "Policy and Procedure for Enrolling in Student Teaching for a Second Time." Signed copies are obtained in the morning session.
- Student Directory Cards - ask students to provide you with directions to their school on the back.

Topics to address at the small group seminar:

- Criminal History reports: Student teachers must have these reports prior to student teaching. They do not need to turn in a copy to us, but must have them complete before entering into the school. Each student teacher has already been directed to inquire with their specific central office human resources department about the appropriate criminal history check. Again, they may not begin student teaching until this form is produced. This policy is *based on a legislative mandate.*

  Supervisors do not need to maintain a copy after they have verified the criminal history is complete and up to date. (See Appendix for more information).

- Students working or taking additional classes during student teaching:
  Holding an outside job during student teaching is discouraged. Teachers College encourages students to plan to devote full-time energies and time to this semester. History has shown that students with numerous outside activities do not perform to their potential during student teaching.

  However, if a student chooses to work, coach, or take additional courses, it is recommended that they work no more than 15 hours per week. Students are allowed to enroll in only one evening or Saturday course in addition to student teaching. Enrollment in additional coursework is discouraged and must be approved by the Director of OTES.

  Students meeting either of these conditions must complete the form "Participation in University and Other Activities" (See Appendix for more information). University supervisors and OTES provide these forms on orientation day. Submit the forms to OTES immediately.

- The syllabus along with your requirements and procedures.
- The LAMP syllabus.
- Re-emphasize topics that were covered in the morning session especially the evaluation process and the developmental portfolio.

Forms for student teachers and cooperating teachers:

A sample copy of each form is included in the Appendix of this handbook and online. In addition, supervisors can pick up multiple copies in the OTES office. Please ask students to make their own multiple copies of some forms (weekly schedule, weekly goals, video analysis, etc.) You are welcome to run copies of your syllabus or other forms in the OTES office. Keep in mind, however, that the office is extremely busy the week prior to the start of the semester. Beginning in the spring of 2013, the office moved towards a more environmentally friendly work environment. In support of this initiative, all student teaching forms are in a digital format, which can be emailed to student teachers instead of copied.

Forms to give students at the orientation day meeting:

- Weekly schedule (one sample copy)
- Lesson plan samples
- Directory card
- Co-Teaching seven strategies
- Your syllabus (a copy must be on file in OTES each semester)
- Withdrawal/termination policies and the policy for appeals
- Format for Thematic Teaching Unit (LAMP)
- Optional handouts:
    "Student Teacher Checklist"
    "Classroom and School Procedures"
- LAMP Syllabus
- "Quick Reference Guide" for InTASC
- "Dual Majors" (as needed)

Forms to be provided to the cooperating teacher:

Most university supervisors create a folder for the cooperating teacher and ask students to deliver it. Keep in mind that teachers who attended a training workshop will already have many of these forms. The OTES staff provides a list of these teachers at the beginning of each semester. These items are indicated by an asterisk (*) in the appendix. Please refer to Appendix for additional items not marked with an asterisk.

Please be sure to include the following in your folder of forms to present to the cooperating teacher.
- W-9 tax form
- Your syllabus
- A personal business card or the information the teacher would need to contact you (on syllabus). OTES does not supply business cards.

VISITING SCHOOLS and OBSERVING STUDENT TEACHERS

Your First Visit to a School

Supervisors are expected to visit each classroom during the first two weeks of classes for BSU. Please make this a scheduled visit. Contact the teacher to determine an appropriate meeting time. Some teachers attended one of the BSU teacher training seminars (just ask them). In this case, you will not need to spend as much time reviewing procedures with them. For those who were unable to attend a workshop, plan your time accordingly (a minimum of 30 minutes, but 45 minutes is better). Most teachers do not appreciate unexpected visits when you are planning to have a conference with them. Subsequent visits/observations of your student teacher should be unscheduled. Student teachers should also sit in on this original conference.

During the visit, the supervisor should complete the following activities:

- Introduce yourself to the principal, secretary, cooperating teacher, and other key staff.

- Determine proper procedures for visitors in the building. Is there a log to sign, a badge to wear, a special place to park, etc? The secretary can usually help with this information. OTES will provide permanent name badges for university supervisors.

- Check to see that the student teacher has submitted a copy of the appropriate corporation criminal history report to the school office or other appropriate school officer.

- Provide information including a student teaching syllabus and other instructions to the cooperating teacher. Be sure that the teacher knows how to contact you.

- Make sure that the *Evaluation of Student Teachers Guidebook* has been given to the cooperating teacher by your student teacher.

- Ask if the cooperating teacher has attended a BSU Co-Teaching workshop and has been coached in the procedures for evaluation and how to use the student teaching rubric. If he/she has been trained, answer any questions about how to use this instrument. If he/she has not been trained, do an overview on how to use this document, concentrating on when and how the benchmarks are to be completed. Also, if other teachers in the building have received the evaluation training, refer to these teachers as great resources.

- If the cooperating teacher did not attend a BSU Co-Teaching workshop, give him/her a copy of the article "Co-Teaching: A Different Approach for Cooperating Teachers and Student Teachers." Many supervisors provide this article in a folder for the student teacher to deliver. Explain the new approach of collaboration in the supervision of student teaching. Encourage teachers to read the article for suggestions on implementation.

- Review page 16 of the *Evaluation* text, which outlines the evolving and exchanging of lead roles within a co-teaching environment.

- Ask the cooperating teacher to complete the W-9 form. Be sure the home address is correct, as that is where the honorarium check will be mailed. The teacher completes only the following lines: name, individual (check mark), address, city… social security number, signature, and the date it is signed. All other lines are left blank. The W-9 forms will be included in your orientation packet of materials. When completed these forms should be returned to Student Teaching Coordinator at OTES. The forms are critical for honorariums, as they will provide the most current information regarding a teacher's address and social security number. (See Appendix for additional information)
- Answer any final questions and encourage each party to contact you as questions arise.

Possible Schedule Modifications for Secondary Placements
   (Middle School and High School)

Since student teaching is both a learning experience and an evaluated experience, it is essential that the schedule student teachers assume is both conducive to a quality learning experience and sufficient to enable assessment of preservice teachers' abilities to succeed on their own in full-time teaching positions. When you review the contract for your secondary-level student teacher, you may notice that the student is assigned to the department chairperson or to the athletic director. Staff members in these positions usually have an additional preparation period for administrative duties. These assignments were made by the school district, not by OTES. It is often necessary to make some adjustments to the teaching/supervision schedule to allow for a more balanced teaching load.

The university supervisor, in collaboration with the cooperating teacher(s), the student teacher, and Director of OTES should carefully design a plan for a balanced teaching load. You will want to visit these schools early, as schedule adjustments should be made as soon as possible in the semester. It is also advised that the Department Chairperson be consulted or involved in the decision-making process. Before you arrive, review your student teacher's contract to be sure you are clear on the major/minor areas of study. Remember that a student teacher will be licensed to teach in both the major and minor areas of study. It is beneficial for them to have teaching experience in each area if possible.

Schedules should include:
- Only one preparation period per day. When a student teacher is working with two cooperating teachers, every attempt should be made to ensure that the student teacher shares a prep period with each of the teachers. However, this is not always possible.
- A **minimum** of four (4) periods to be taught (out of a 7 period day). Student teacher's will gradually assume the full schedule of the cooperating teacher.
- It is preferred that student teachers have at least 3-4 different "preps" or types of classes. This will allow for more variety and a well-rounded teaching experience. It also provides a more realistic schedule. This may require some adjustments to the contract. For example, if the cooperating teacher teaches grade six language arts all day, this would not be an ideal schedule for the student teacher. University supervisors should work with the department chairperson and/or school principal to divide the supervision between two cooperating teachers with different schedules. The student teacher may, therefore, teach 3 periods of grade six reading/language arts and 3 periods of grade eight language arts. The goal is to give the student teacher a well-rounded schedule allowing for a variety of experiences.
- A balance of classes in the student teacher's primary and supporting areas (again with no more than 3-4 different preparations). A student teacher's schedule **must** include at least two courses in his/her primary certification area.
- Consider the student teacher's strengths and weaknesses in determining the schedule.
  For example, if a social studies preservice teacher feels stronger in her primary certification of government than her secondary area of geography, it may be wise to have her pick up the government classes first with the geography classes added at a later date.
- Except in exceptionally rare cases, student teachers should **never** be asked to take everything on all at once. Ball State University does not subscribe to the "sink or swim" method of learning to teach!
- In cases where a student teacher is working with two cooperating teachers, every effort should be made to limit the "traveling" a student teacher does during a day. For example, the student teacher may work with one teacher in the mornings and the other teacher in the afternoons. Or, in a block schedule format, a student teacher may work with one cooperating teacher for periods 1-4 and another cooperating teacher for periods 5-8.

- Specific attention to classes such as honors, AP, or ACP. In most cases, student teachers will not assume full responsibility for these types of courses. Rather, discussion should occur regarding the level of involvement desirable for the student teacher. For example, team teaching with the cooperating teacher may be an acceptable approach for an honors class, while "assisting" may be the extent of the student teacher's involvement in an AP or ACP class.
- If a new cooperating teacher is added to the schedule, university supervisors MUST obtain signatures on the W-9 form and submit this information to Student Teaching Coordinator at OTES.

Examples of inappropriate schedules for secondary student teachers:

a. A business major who is assigned to a cooperating teacher who teaches six periods a day of keyboarding.
b. A social studies major who is assigned to a classroom teacher who teaches U.S. history the entire day.
c. A business major who is assigned to a teacher with five different classes (preps): business law, business management, marketing, accounting, and keyboarding. This would be an extremely difficult schedule for most student teachers. In this case, it would be logical to work toward dropping one or two courses and finding a way to schedule some duplicate classes with another supervisor.

Adjustments for Teacher Pay at the Secondary Level:
At midterm, OTES staff will send a printout of your students' assignments and their teachers. You will need to indicate any changes for your students. You may also need to indicate the percentage of time each teacher is supervising your student teacher. For example, Mrs. Smith supervises 70% of the time and Mr. Endor supervises 30% of the time. OTES staff will adjust the honorariums accordingly. Be sure you ask each cooperating teacher to complete a W-9 form for tax purposes.
As of Fall 2007 this is $15 per week.

A Typical Visit

University supervisors should review a student teacher's schedule for the week to determine the best times to visit. Beginning in the fall 2014, university supervisors are now observing a planning session in addition teaching sessions. It is important that the supervisor observes the student teacher doing a significant amount of actual teaching, planning, and interacting with students. Occasionally, this may be difficult due to last minute schedule changes. However, every effort should be made to evaluate actual teaching performance on each visit. Supervisors should observe and/or conference a minimum of one hour on each visit. Most visits are longer than this. Please stay as long as necessary to ensure a good observation and conference with all parties. University supervisors are encouraged to make unannounced visits.

The university supervisor should complete the following tasks during each visit:

- Review the student teacher's portfolio and artifacts.
- Check on the progress of all requirements: Video Analysis and Reflection, journal, observations, weekly goals, LAMP, lesson plans, etc.
- Observe a minimum of one teaching lesson (or planning lesson) and provide written feedback.
- Review the evaluation guidebook comments from both the cooperating teacher and the student teacher. Feel free to add any comments that may indicate progress or problems you have observed. If a teacher is not writing much in the boxes provided, you may wish to write several comments (with dates and your initials). Hopefully, this will serve as a model for the teacher. InTASC #9 provides an opportunity for you to indicate competence on completing student teaching requirements.
- Conference with the cooperating teacher regarding progress and concerns.
- Conference with the student teacher regarding all items listed above.
- Provide encouragement and guidelines for further progress.
- Complete the Supervisor's Log to document what was discussed during the visit. Be sure to list both positive and areas for improvement discussed. These can be bullet points.
  (See Appendix for additional information)

An occasional visit with the school principal or department chairperson is suggested. During these visits, it is helpful to show a blank copy of the evaluation guidebook and to describe the performance based evaluation process being used by Ball State University. Administrators often request copies of the rubrics. Please direct them to the back page of the guidebook where they may order copies from the Book Store. OTES does not provide copies. Copying of the pages is illegal due to copyright restrictions.

Post-Observation Conferences: Effective Questioning

The post-observation conference is an excellent time to observe a student teacher's ability to reflect on their teaching abilities. The key to effective questioning during conferences is to begin with what is in the forefront of the student teacher's concerns. By asking open-ended questions, the university supervisor is more likely to initiate or stimulate this thought process.

- Where would you like to start in debriefing this episode?
- What do you think went well in this lesson?
- At what points were you not pleased with your teaching, your management, the student responses?
- What is your assessment of your students' conceptual understanding of the material presented today?
- When "John" asked you that question about _____, What do you think he was struggling to understand?

Use the student teachers' responses to push them to think critically about their planning and teaching. If they think the lesson went well or badly, why did they think that? How could or would they change the lesson the next time they teach the material? Why would they make those changes? What alternative representations might be possible for presenting the material? Who might benefit from multiple representations?

Post-observation conversations should also provide an opportunity to critique the student teacher's performance. Perhaps one of the hardest things to do for learners is to give them honest and useful information about their teaching. Sometimes student teachers simply are not aware of the things they are doing well that contribute to successful lessons. Similarly, sometimes they are simply not able to identify ways in which they work against their own purposes. It can be very difficult to tell someone something they don't want to hear. Yet it is important in post-observation conferences to be as honest and forthcoming as possible.

It would be ideal for the cooperating teacher to be an observer and a participant in this conference. As an experienced and skilled supervisor, you can model these effective questioning techniques. The goal would be for the student teacher and the cooperating teacher to have similar conferences in your absence.

The collaborative model supports the teacher as a coach rather than as a supervisor. A helpful handout called "Prompts for Effective Conferencing" is provided in the appendix. As university supervisors, we must model this same process.

The post-observation conference is also the moment in time for you to provide concrete feedback and suggestions. Try to limit this to one or two, perhaps a maximum of three, areas. Going over every single thing they did wrong or improvements that need to be made is overwhelming for preservice teachers. Select the most important or critical areas to address and return to other areas of concern in succeeding observations if the problems persist.

- Encourage the student teacher to 'think aloud' about his/her performance. Allow him/her the opportunity to critique their own performance before jumping in with your judgment.

- Be specific rather than general. To be told that one's discussion skills are "overpowering" is not as helpful as being told that "When you were discussing the possible reasons for the U.S. entrance into

WW II, you didn't seem to listen to what the students were saying, and I noticed that many of the students stopped trying to participate."

- Focus on behavior rather than personality. Focus on what the student teacher did rather than on what you think or imagine he/she is.

- Focus on sharing information before giving advice. Sometimes it's best not to give advice at all. Sharing information leaves a person free to decide what the best decision or action would be. Giving advice can be experienced by student teachers as a major put down--the student teacher isn't smart enough to come up with ideas for herself, so you have to tell her how to do it. If the student teacher has difficulty thinking of ideas, problem-solve together, perhaps coming up with several possible solutions and then leaving the choice up to the student teacher.

- Focus on behavior that the student teacher can do something about.

- Be sure to check the student teacher's understanding of what was said. Sometimes, student teachers don't seem to hear or experience our comments in the way we intended them to be heard or experienced. Try asking the student teacher to restate in his/her own words what was heard. This gives you a chance to clear up any misunderstandings immediately.

- Be honest. It is extremely difficult to balance between nurturing the growth of a learning teacher and critiquing the learner's performance. Yet, saying that something is "okay" when in actuality you're really concerned about the quality of teaching you observed only digs a pit for both of you.

- If several teacher behaviors need improvement, give the student teacher a choice about those he/she feels will be most helpful to address immediately.

- Help the student teacher develop a specific action plan plus concrete ways to measure improvement. Examples:
  "During my lesson I will ask at least 5 content related questions"
  "My rate of positive feedback will be 2 compliments per minute."
  "I will use one student name per minute."

HELPING STRUGGLING STUDENTS

Strategies to Use with Struggling Student Teachers

Learning is, in many respects, an individual journey. Learning to teach is no exception. While there are rhythms or patterns to student teaching experiences, each student teacher is an individual learner who may encounter problems in the most unexpected places. Oftentimes, student teachers struggle to identify what may be going wrong in their practice. Sometimes they know things aren't going the way they want them to, but they can't figure out how to fix the underlying problems. As a university supervisor, a significant part of your role is that of a diagnostician.

In addition, problems may arise in an area when none had occurred before. For example, a student teacher that was managing the classroom very well when only teaching two periods a day begins exhibiting management problems when he/she takes on the full schedule. Or, a student teacher that didn't have any time management issues at the beginning begins to fall further and further behind in grading as the semester progresses.

Below, you will find four vignettes highlighting frequently encountered problems with student teachers. Following each vignette is a series of suggestions on how you might address such problems with student teachers.

Vignette #1: *Three weeks into the student teaching experience, Jeff has assumed responsibility for half of his cooperating teacher's schedule. You notice in your observation that Jeff rarely makes eye contact with students and never moves away from the front of the room.*

- **Document. Document. Document.**
- Document specifically in your observation.
- Suggest that Jeff spend time interacting with students outside of the classroom, perhaps by taking lunch or recess duty.
- Video record a class and view the tape with Jeff so he can see for himself how he has distanced himself from his students.
- Ask the cooperating teacher to explicitly share how he/she purposefully interacts with students in non-teaching ways.
- Suggest that Jeff prepare a lesson that requires some individual and some small group work. Model the desired behavior by working with individuals and small groups. Ask Jeff to observe your actions, and discuss how he might work in similar ways with students.

Vignette #2: *Janie has a great deal of trouble accepting feedback. She frequently responds to questions and suggestions defensively. She always seems to have an excuse and oftentimes she blames others (classroom and university supervisors, students, administration, textbook authors, the weather, the time of day) for the problems. Occasionally, Janie will agree with the feedback, but she never changes her behavior.*

- **Document. Document. Document.**
- Document specifically in your observation. This feedback would not receive a basic on the observation.
- Address the problem frankly and explicitly.
- Document instances when she agreed to make changes and did not. Confront her with the examples.
- Outline specific expectations for action and stipulate consequences if she does not follow through on the plan.
- Refuse to entertain her excuses. Repeat them back to her. "So what you're saying is that it's always the students' fault that they don't understand what you're trying to teach?" "If you didn't think the activity the textbook suggested would engage your students, why did you use it anyway?" "Yes, it is frustrating when the administration unexpectedly interrupts class with a fire drill, but such interruptions are fairly common in public schools. How should you plan to provide flexibility for such disruptions in the schedule?" "Yes, kids do tend to come back from lunch wired. Since you know that, what should you do in your planning and teaching to address this energy?"

Vignette 3: *Tamika doesn't look much older than the high school students she's teaching. She worries about being liked by the students, yet she also does not like the feeling that students are exploiting her. She vacillates between trying to be their friend and taking a hard line on discipline.*

- **Document. Document. Document.**
- Document specifically in your observation.
- Ask Tamika to describe the role of teacher. What responsibilities does she have for her students' academic, social and emotional growth? How do (or should) these responsibilities direct her thinking about the type of classroom environment she needs to establish? How should she act in order to fulfill these responsibilities? How should her students act?
- If Tamika has a classroom management plan, review it with her. Ask what parts of the plan seem to be working well and what needs to be improved. Point out specific examples of student behavior and her response that seems to undermine the classroom management plan.
- Talk frankly with Tamika about her desire to be "friends" with her students. Help her to see how this undermines not only her ability to manage the classroom but also many (if not all!) of the goals of education.
- Depending on the context, suggest that Tamika speak frankly with her students about the classroom environment. Or, suggest that she be up front with them about a need for changes in the classroom rules and behavior.
- Video record a class (or even a day's worth of classes) and view the video with Tamika. Analyze the video for specific moments when Tamika's words or actions undermine learning opportunities.

Vignette 4: *Tony frequently mentions that he went into teaching because of the great hours with summers off. He arrives at school five minutes before the students and leaves immediately at the end of the day. He rarely attends after-school activities, such as faculty meetings, nor does he participate in professional development opportunities in the school. You get the sense that while Tony may be willing to "play the game" to achieve ratings of basic in each of the InTASC standards, he doesn't really believe in the ideals underlying those principles. Tony seems to believe that if he exhibits proficiency in an InTASC behavior once, then he has achieved overall proficiency on that InTASC standard.*

- **Document. Document. Document**
- Document specifically in your observation.
- Write down expectations for his participation in school activities. Identify consequences for not participating.
- Point to InTASC standards #9 and #10 and ask him to write a professional development plan for how he intends to develop proficiency in these areas.
- Be direct. Tell Tony that achieving proficiency in the InTASC standards isn't checking items off a list, but rather requires demonstrating a teaching lifestyle that reflects what the InTASC standards have identified as critical to being an effective teacher.
- Contact the Director of the Office of Teacher Education Services with your concerns. This vignette represents perhaps the most difficult of problems because much of what Tony is exhibiting falls into the domain of "dispositions" and can be difficult to capture within the framework of the assessment instrument.

There are, of course, many other problems exhibited by struggling student teachers. These vignettes represent some of the most common issues. Obviously, documentation is extremely critical especially if the student teacher is in danger of failing student teaching. If problems persist after trying a number of interventions, contact the Director of the Office of Teacher Education Services.

Procedures to Follow with Struggling Student Teachers

Document, document, document. Use your supervisor's log to list topics you have discussed and suggestions you have made. Maintain copies of e-mails or records of phone conversations with the student teacher that would indicate responses and behavior. If a student teacher is not responding appropriately or in a timely manner, inform the Director of Teacher Education Services. New supervisors may also want to consult with their assigned mentor for advice in handling various situations. The school principal, department chair or other supervisors should be included in these discussions. Always maintain confidentiality when discussing "students" personal struggles.

Procedures for Withdrawal and Termination from Student Teaching

Ball State University does have a policy for withdrawal and termination from student teaching. The policy has been approved by university counsel and provides an orderly means of dismissal. It is important that each university supervisor be familiar with the policy and the procedures. Should a student teacher have difficulties, it is critical that these procedures be followed so that the student has been permitted due process.

This policy will be reviewed with all student teachers during orientation day. Each student teacher will sign the policy and will return it to OTES staff following the orientation. This signed copy will be placed in their permanent file. (See Appendix for additional information)

Policy for Enrolling in Student Teaching for a Second Time

Students who have terminated their first student teaching assignment, whether at the request of the classroom teacher, the Director of OTES, the school principal or the university supervisor or have terminated the assignment themselves, or have received a grade of no credit, must go through an appeals procedure before they enroll in student teaching a second time. Students required to do multiple placements will not be permitted to continue subsequent placements without successful completion of the first student teaching assignment.

University counsel has approved this policy. It is important to understand that going through an appeal to student teach again does not mean that the student will automatically be permitted to reenroll. The appeals committee has to be convinced that the student will succeed.

The *Policy for Enrolling in Student Teaching for a Second Time* will be reviewed for student teachers during orientation day. Each student teacher will sign and date the policy and will return it to the OTES staff on orientation day. This signed copy will be placed in their permanent file.
(See Appendix for additional information)

Creating a Five Day Plan for Improvement and/or Termination

This plan is created for those students who are operating at levels of "Unsatisfactory" on any of the InTASC standards and are in danger of failing student teaching – after being given much guidance and time for improvement. Implementation of such a plan is in accordance with the procedures related to termination and withdrawal as stated above. This formalized plan should not be drawn up without permission from the Director of Teacher Education Services.

It is the university supervisor's responsibility to formulate the plan. The cooperating teacher/s and the principal should be involved in deciding the contents. It is important to clearly state the requirements in measurable terms. Each requirement should be directly connected to the InTASC standards. For a timeline in presenting the plan, follow the guidelines outlined on the form "Policy and Procedures Related to Termination and Withdrawal from Student Teaching". Meet with the student teacher and the cooperating teacher to review the plan.

Occasionally, a student teacher is able to meet the requirements set forth within the five days and then seems to fall back to former habits in subsequent weeks. Because of this, supervisors should include a statement indicating that termination may occur at anytime subsequent to the five days.

Early Withdrawal: Sometimes a student teacher will review the plan and make the decision to withdraw rather than to continue under the circumstances. If this happens, the student teacher must write a letter of explanation to the Director of Teacher Education Services. Sample letters can be requested from OTES. In addition, the student teacher should immediately contact the Registrar's office (765-285-1722) to officially withdraw. Appropriate paperwork will then be sent to OTES. It is critical that student teachers follow these procedures immediately.

The student will receive a "W" if they withdraw prior to accepting a five-day plan. If a student is successful with a five-day plan but subsequently fails to meet requirements in later weeks, another 5-day plan is not required. The student will receive a "W" or "No Credit" whether they withdraw on their own or are asked to leave by the university and depending on the time in the semester.

FINISHING THE SEMESTER

Preparations for the End of the Semester

Near the conclusion of each student teaching assignment, the university supervisor should review the handouts in the Appendix – for student teachers and cooperating teachers.

University Supervisors should:

- Submit grades electronically after the grades submission website opens and before the last day of the semester

- Submit mileage logs electronically to OTES as soon as possible after completing your last visit

- Complete all summative narratives and final InTASC assessments within one week of the end of the semester.

- Remind student teachers and cooperating teachers to complete the online evaluation of the university supervisor in rGrade.

- Assist cooperating teachers in completion of narrative, which is to be submitted in rGrade.

- Submit your supervisors log and documentation before the end of the semester. The supervisor needs to keep copies for themselves.

Before Reporting Grades
- Check to be sure each student has completed the following tasks on the student teaching website
  1. Submitted portfolio URL
  2. Submitted the LAMP documents
  3. Completed the demographics assignment
- Submit a LAMP rubric evaluation for each student

Travel Worksheet

University supervisors are to submit their travel electronically through *BSU Traveler* on or before the day grades are due. The visitations listed on *BSU Traveler* must correlate with the information submitted on your supervisor's log.) You will receive an email asking you to approve the final documentation.

Evaluation of the University Supervisor

All university supervisors are to be evaluated by the cooperating teacher and each student teacher using the online system. This process should be completed at the end of the semester.

ALL PAPERWORK IS DUE IN OTES ON THE DAY GRADES ARE DUE.

SUPPORT FROM THE OFFICE OF TEACHER EDUCATION SERVICES

Support from the Director of Teacher Education Services

The Office of Teacher Education Services offers support to university supervisors and cooperating teachers through training in the use of the *Evaluation of Student Teachers Guidebook* and the *Student Teacher's Portfolio Handbook.* Office staff is always ready to answer questions either by phone or e-mail. The Director is always willing to assist in helping the university supervisor work through a difficult situation. It is important that the Director be kept updated regarding any problems in the field. It is always unfortunate if a problem escalates and the school contacts the Director before the university supervisor has made the contact.

An e-mail distribution list of university supervisors is set up in the director's address book. This list has helped in our efforts to effectively communicate. Please feel free to e-mail the Director at any time.

Should you need additional materials, these are available to you in the material's supply room in TC #205. If you are an off-campus supervisor, staff will mail you materials.

Should serious problems arise with a student teacher, the university supervisor and the cooperating teacher will receive support through the Termination and Withdrawal Policy. The Director will work with the supervisory team in implementing the policy and procedures.

Letters and Materials Sent in Advance to Cooperating teachers
Once OTES receives a signed contract from a school district, the following materials are sent to the cooperating teacher: (See Appendix for additional information)
> Welcome letter
>> - welcomes them to the "Ball State Team"
>> - introduces performance-based instruction and the internationally published *Evaluation of Student Teachers Guidebook*
>> - advises them of workshop opportunities (online and face-to-face)

> Student teaching confirmation
>> - includes the student teacher's name, permanent address, credit hours, weeks and dates of assignment

> An invitation to join the Association of Teacher Educators: membership application

> "Student Teacher Information" packet
>> - contains portions of the student's original application, philosophy of education and grade sheets

> "Suggestions for Cooperating teachers". **University supervisors will want to review this document to be sure your expectations are in accord with what has been communicated to the classroom teacher.**

Mentor Assignments

All new university supervisors will be assigned a mentor. These mentors will be experienced supervisors and can answer many questions related to supervision, procedures and the required paperwork. However, it should be noted that should a problem arise with a student teacher, you should immediately contact the Director of the Office of Teacher Education Services. Should the problem(s) continue, the Director should be kept updated either through email or phone contact.

The Office Staff

The Office of Teacher Education Services serves as the hub of activity for all field observations, practicum experiences, and student teaching placements for Ball State University. Along with the Director there are five full time staff members and a student assistant. Outlined below are the responsibilities held by each staff member in relation to student teaching. Please note that each position also has many additional responsibilities not directly related to student teaching.

Secretary
- Primary receptionist, secretary to OTES Director
- Calculates and verifies all mileage and travel reimbursements, verifies supervisor's visits to student teachers
- Manage rGrade Helpdesk
- Coordinates summer training sessions and workshops
- Assists clients (university supervisors, cooperating teachers, students, principals, etc.) with any questions concerning OTES

Office Coordinator
- Coordinates orientation day activities
- Reserves and assigns campus meeting rooms for supervisors
- Coordinates summer workshops for cooperating teachers
- Verifies and confirms each student teacher's course registration
- Checks all mid-term and final class lists for corrections before sending to university supervisors
- Maintains and updates all student teaching handouts
- Prepares beginning of semester and end of term packets for supervisors
- Coordinates special events for OTES and maintains office supplies

Student Teaching Coordinator
- Accepts student teaching applications, enters data and coordinates the sorting of applications
- Maintains the database on the placement of student teachers
- Collects and compiles data for the generation of required reports
- Coordinates placement requests and confirmations
- Coordinates the process of verifying honoraria for cooperating teachers and sending information to the accounting/payroll departments

License Coordinator
- Provide information and advise alumni, students, faculty, administrators, state officials, and others regarding state and Ball State University policies and procedures, educational program requirements, and testing
- Monitor and prepare license applications for processing; includes prepare and send applications to licensee; assemble paperwork needed to process application; verify coursework; check on status of application within this office and the Office of Educator Effectiveness and Licensing (OEEL).
- Maintain evaluation request system; process requests for evaluation of license requirements; apply BSU coursework to program outline; collect evaluation fees; issue receipts; send evaluations to students and BSU advisors; update evaluations to reflect courses taken and substitutions made by advisors; maintain a record of evaluations; provide statistics for annual report based on records
- Update and maintain Pearson test score data files on the Banner system, the rGrade system, and in this office; provide student test information to advisors and other departments as requested; inform

Academic Systems of changes in test and/or score requirements; advise students of correct tests to take, when tests are available, and where to receive help

- Compose and send letters to individuals regarding deficiencies in license applications or evaluations; principals and personnel departments regarding pending license certification; and to individuals making inquiries by e-mail
- Process/verify that graduate licensure students are eligible for student teaching; notify student teaching and student of eligibility; check Pearson scores for undergraduates
- Verify and correctly code student files for graduate licensure according to Department of Systems and Academic Planning Assignment book for use by Registrar, Admissions, and Graduate School
- Maintain digital file system for evaluations, licensure, and tests
- Provide receptionist support for Licensure area; provide information; direct phone calls to appropriate personnel
- Assist with interviewing, hiring, training, and supervision of students who function as office support staff

Licensing Advisor

- Serve as academic and license advisor to regular graduate students and non-degree/licensure only students, as well as undergraduate students who are pursuing educational licensing goals regarding teacher testing requirements and the license application process.
- Serve as advisor to faculty with regard to program and licensing requirements
- Provide critical information for the Title II report ("federal report card")
- Prepare, collect and log all license application materials on both hard copy and the database; prepare and sign state license recommendations; indicate type of license to be granted; prepare recommendation card for office records and notification card for license applicant
- Analyze transcripts for individuals wanting to add areas to their license; analyze transcripts for graduate students who are requesting a license but have not completed a teacher education program
- Maintain frequent contact with students, staff, and faculty in all departments offering an education major, as well as administrators and the public through telephone calls, e-mail, and both scheduled and unscheduled appointments
- Research and recreate old licensing programs when necessary to evaluate and determine eligibility of an individual for licensing
- Track the frequent changes to the licensing laws and teacher testing requirements to assure that students are in compliance with state licensing procedures
- Speak to education classes, groups of student teachers, and community groups regarding license requirements and the license application processes
- Create, maintain, and update correspondence related to license application processes or transcript analysis
- Create annual report of office statistics
- Notarize documents as required for license transactions and as requested by students, faculty, and staff.

Who Should I Contact?

Contact <u>Director</u> for: Problems related to student teachers in the field
           Concerns related to cooperating teachers or principals
           Other personal issues

NOTE: Please respect the privacy and confidentiality of your student teachers in discussing any problems with office staff. Problems at the school site should be directed to Mr. Dee.

Contact <u>Office Coordinator</u>   for questions regarding:
           Course assignments for student teachers

Mileage and travel reimbursements
Assignment of rooms for orientation or end of semester seminars
Handouts needed
Packets of material at beginning and end of semester
Cooperating teacher honoraria
Participation contacts
End of semester paperwork

Contact Student Teaching Coordinator for questions regarding:
Problems with contracts for student teachers
Honoraria for cooperating teachers

Contact License Coordinator for questions regarding:
Early field observations
Licensures

Contact Secretary for questions regarding:
Summer workshops for cooperating teachers
Mileage reimbursement and information
General OTES questions

Forms Available in the Office of Teacher Education Services

A variety of forms are available for university supervisors in the OTES workroom. Most of these forms are included in the Appendix of this handbook and online. Supervisors needing multiple copies can get them in the office.

Duplication of materials: University supervisors are asked to duplicate materials they create on their own and are welcome to use the office copier. Generally speaking, the office staff is not available to duplicate materials for supervisors. Reimbursement for duplication outside of OTES is not available.

- Directory Card for Student Teachers
- Lesson Plan Format
- Weekly Schedules
- Observation Reports
- Supervisor's Log -- Student Teaching Contacts
- "Co-Teaching: A Different Approach for Cooperating Teachers and Student Teachers"
- W-9 Forms for Cooperating teachers' Honorariums
- Student Teacher's Checklist
- Classroom and School Procedures: What routines govern the classroom and the school?
- Policy and Procedure for Enrolling in Student Teaching for a Second Time Policy
- Policy and Procedures Related to Termination and Withdrawal from Student Teaching

- Helpful Hints for the Cooperating teacher (revised)
- Preparations for the Completion of a Student Teaching Placement
- LAMP Syllabus – LAMP
- Quick Reference Guide to the InTASC Standards
- Dual Major Requirements
- Instructions for online summative
- Prompts for effective coaching
- Sample Supportive Coaching
- Demographic Page
- Participation in outside activates
- Semester Planning Guide
- Final InTASC Levels
- Student Teaching Syllabus
- Suggestions for Cooperating teachers
- The 7 Co-Teaching Strategies

RELATED INFORMATION

Seminars with Student Teachers

Throughout the semester, university supervisors should conduct seminars with the student teachers to update information, discuss the student teaching experience, answer questions, and provide in-service training.

1. The first seminar (orientation day) is sponsored by OTES and held on the first day of the semester to go over the expectations of student teaching. Others should be held periodically and involve all of the student teachers, assuming that this is geographically possible. Seminars can be held in schools, local libraries, or a meeting room can be arranged for you on campus. Most supervisors conduct 2-3 seminars during the semester at a central location for the students.
    For supervisors whose students live 75+ miles from a central seminar site, release time from school is supported by OTES. In these cases, student teachers are responsible for creating detailed "substitute" plans for their cooperating teacher to use in their absence. Although the cooperating teacher is perfectly capable of teaching without the detailed plans, this process is invaluable for the student teacher in understanding responsibilities that go along with attending professional meetings.

2. Supervisors may determine topics for seminars. Suggestions include:

    - InTASC Standards and Portfolio artifacts (include this topic in ALL seminars)*
    - Classroom Management / Discipline / Routines and Procedures
    - Best practices in teaching
    - Inclusion and differentiated curriculum
    - Interviewing for jobs and other career concerns (a late seminar)

3. Seminars at Professional Development Schools may vary and be held on a more regular schedule.

4. The university supervisor should inform all parties of seminar dates and times at the beginning of the semester.

Students with Disabilities

All university supervisors need to be aware of the policy for working with student teachers with disabilities. Please use the following procedures:

1. The statement about students with special needs MUST be printed in all syllabi.
    (See Appendix for additional information)

2. Be aware that in order for student teachers to receive special accommodations, they must provide you with documentation from Disability Services. Copies of this documentation must also be sent to OTES. For further information about the services of this office, call 765-285-5293.

3. Please note that the information you receive from a student with disabilities is provided to you **confidentially**. You may not share this information with the principal or cooperating teacher without the student teacher's permission.

4. For other concerns or advice about working with students with disabilities, please contact the Director of Teacher Education Services at OTES.

Music Education Students

The Department of Music Education has a policy for "long distance" student teachers. These are students who are assigned a university supervisor outside of the School of Music due to the distance of their placement from campus.

A music education faculty member will be assigned to each long distance student teacher. The designated faculty member will communicate with the university supervisor or cooperating teacher. The student teacher will submit the following to the designated music education faculty member (by a pre-determined date):

    a. Video record including two classes/rehearsals (both should be significant teaching episodes)

    b. Lesson plans for the two videotaped classes/rehearsals plus at least 5 other plans from lessons taught previous to submission

    c. Reflective evaluation for the two videotaped classes/rehearsals

    d. Typed summary of the first 5-6 weeks of the field experience, which should include reflection on the student teacher's strengths and areas that require improvement

NOTE: If a student teacher does not submit a video recording by midterm, an "Unsatisfactory" for InTASC #9 will be recommended.

The designated music education faculty member will review the submitted materials and provide feedback to the university supervisor and the cooperating teacher. If concerns exist, additional videotapes/materials may be required depending on the term, distance from campus, and other factors, a music education faculty member or graduate assistant may make an on-site visit. This visit would include an observation of two or more classes/rehearsals and a review of lesson plans and the developmental portfolio.

Honorariums for Cooperating teachers

Base pay for cooperating teachers is $15.00 per week of student teaching.
- 16 week placement = $240.00
- 10 week placement = $150.00
- 8 week placement = $120.00

At midterm, you will receive a data sheet indicating the cooperating teacher/s and number of weeks contracted for each student teacher. It is critical for you to review this information carefully and return it to Student Teaching Coordinator. This data will determine the honoraria for each teacher. Please indicate changes on the form before returning it.

It will be especially important to note any changes in supervisors or in the percentage of supervision (secondary education in particular). When the supervision of a student teacher is shared between two or more cooperating teachers, the honorarium is prorated according to the proportion of supervision each teacher is assigned (see Possible Schedule Modifications for Secondary Students)

If a student teacher does not complete student teaching, the honorarium is paid to the cooperating teacher at a rate of $15 for each week the student teacher was in the classroom.

IMPORTANT: All honorariums are paid <u>4 - 6 weeks after the last day of classes for the semester.</u> Payments are mailed to home addresses. PLEASE remind your cooperating teachers not to expect the honorarium check until this time, as advised in their confirmation letter. Hopefully this will reduce the numerous inquiries received each semester from teachers regarding their pay. If the cooperating teacher has a bank account already on file with BSU, the honorarium will be paid to that account. If this is the case, please be sure they double check the account to ensure it is active.

Legal Issues

Inappropriate Relationships
Student teachers will be made aware of the importance of appropriate relationships in working with P-12 students. Should there be a question regarding a student teacher's behavior which could be interpreted as inappropriate, the student teacher would be removed from the classroom.

Supervision of Extra-Curricular Events, Pay Guidelines
Normally most extra-curricular activities are unpaid. However, in the case of some sports, those who are in coaching roles do receive pay. It has been determined that should a student teacher be asked to coach in a paid position, this will be permitted as this experience adds to the student's marketability. Occasionally, there is an opportunity for a student teacher to act as a reading tutor in an after school program. Often this type of opportunity is a paid position. The student teacher is permitted to accept the position and the pay as long as student teaching remains the priority and the student and the cooperating teacher still have ample planning time. The student teacher will also be expected to complete an Outside Activities Form describing the extra-curricular activity and the numbers of hours involved and submit this form to OTES. (See Appendix for additional information)

Driving Pupils in Personal Vehicles
Student teachers are not to transport pupils in their personal vehicles or any school designated vehicle.

Student Teachers as Substitute Teachers
Ball State University will support a student teacher getting a substitute teacher's license in the corporation in which they are student teaching. If approved by the building principal, the student could then act as a substitute while the classroom teacher attends a professional meeting, attends a team meeting or works with a committee on curriculum revision.

The student should NOT be paid for this and could only serve as a substitute for their cooperating teacher. A few exceptions to these guidelines may exist at professional development schools, but ultimately it is left up to the corporation to decide. A one-page explanation of this policy is available in the OTES office and distributed during orientation.

ISTEP and other Standardized Testing
If the classroom teacher is comfortable with including the BSU student teacher in the experience of assisting in the administration of ISTEP and other standardized tests, this would be an excellent experience for the student teacher. The collaborative model lends itself to these opportunities. However, it would only be in an observation/assisting role throughout the administration of ISTEP.

Parents of Student Teachers: Family Privacy Law
Some parents still tend to become involved even at the university level. FERPA (family privacy act) clearly states that in order to protect the rights of the student teacher, neither the cooperating teacher nor the university supervisor is to discuss the student teacher's progress with the parents. If a parent should contact you, please remind them of this law and remind them that you cannot discuss their son/daughter's progress with them. Should a student teacher want to provide a person with access to their academic records, there is a form to fill out in OTES.

Parking for Off Campus Supervisors
(Go to https://cms.bsu.edu/-/media/WWW/Files/Map/parkingmap.pdf for a parking map)

Off campus supervisors will be making a limited number of visits to campus each semester (approximately 4). Metered parking is available just north of Teachers College for visits lasting 45

minutes or less. For longer visits, there are three parking garages available. The garages are located south of the Student Center, south of the Music Building, and the Emens Parking Structure east of Bracken Library. Cost to park in a garage is $1 per hour for three hours or $5 for the day. Please note that on the first day of each semester (Orientation Day), parking spaces are at a premium and the campus is very busy. Please arrive early enough to find a parking space.

Alumni Center: Parking is free for meetings scheduled at this site.

Contracts and Pay Schedule for University Supervisors

Anyone interested in becoming a university supervisor should send a letter of application and a current resume with three letters of recommendation addressed to the current Director of the Office of Teacher Education Services. When this material is received, an acknowledgement letter will be sent to the applicant stating that their materials are on file and will be reviewed at the appropriate time.

New university supervisors cannot be put on the payroll until the following items are on file with Human Resources.

- Original transcript from the last institution attended.
- Proof of citizenship by presenting a current passport or any two of the following: current Indiana drivers license, original social security card, or original birth certificate.
- Completed P-2 form.
- Criminal background check

University supervisors are paid the last working day of the month. If that date falls on the weekend, pay is sent either the Friday before or the Monday after. Because of the timing of receipts of documentation, rarely is the university supervisor paid the first month of employment. When this happens, university supervisors receive a double check the next month. Checks will be sent to the supervisor's assigned department. The department then brings the checks to OTES where they are logged in and sent to the home address immediately.

Appendix (listed alphabetically & available in the OTES office)

Classroom and School Procedures: What Routines Govern the Classroom and the School?

Co-Teaching: A Different Approach for Cooperating Teachers and Student Teachers

Co-Teaching Strategies & Examples

Demographic Page Information

Directory Card for Student Teachers

Dual Majors: Completion on the Semester

Dual Majors: Exceptions and Guidelines for Elementary Education/Special Education

Dual Majors: Important Information regarding placement

Helpful Hints for the Cooperating teacher

InTASC Standards for Teacher Education in Indiana (Quick Reference Guide)

Lesson Plan Steps

Participation in University and Other Activities

Policy and Procedure for Enrolling in Student Teaching for a Second Time (Be alert for revision)

Policy and Procedure Related to Termination from Student Teaching

Preparations for the Completion of a Student Teaching Placement

Pre-Student Visitation Form

Prompts for Effective Coaching

Student Teacher's Checklist

Suggestions for Cooperating teachers

LAMP Syllabus

Co-Teaching Strategies & Examples

Co-Teaching Through the Semester: Evolving and Exchanging Lead Roles

W-9, Request for Taxpayer Identification Number and Certification

CLASSROOM and SCHOOL PROCEDURES
What routines govern the classroom and the school?

A.   **Classroom Management:**
- Are there established classroom or building rules that teachers are to enforce and students are to follow?
- How and when will students leave their seats?
- What do students need in order to leave the room (pass, teacher's permission)?
- What are acceptable noise levels for discussion, group work, and seatwork?
- How will students get recognized to talk (raised hand, teacher calls on student, talk out)?

B.   **Beginning the Class and Attendance:**
- How should students enter the room?
- What constitutes being late?
- How and when will absentee slips be handled?
- What are students to do when they arrive?
- How will the teacher get the students' attention (tardy bell, raised hand, lights off/on, other signal)?

C.   **Paper Work:**
- How will students get materials (designated person, first student in each row, group manager)?
- How will students turn in work (put in specific tray/box, pass to front, one student collects)?
- How will student turn in make-up work if they were absent (special tray, give to teacher, put in folder)?
- How will late work be graded (no penalty, minus points, zero, dropped letter grade, no late work accepted within 24 hours, within the week, before school, during lunch or recess, after school)?
- How and when will students make up quizzes and tests missed (same day they return, within 24 hrs, within the week, before school, after school, etc.)?

D.   **Dismissal from Class or School:**
- May students get up from their seats in anticipation of the bell?
- May students get up to leave when the bell rings, or are they to wait until the teacher gives them permission?
- Is the teacher allowed to keep one student or the whole class after school or a class period?

E.   **Special Duties (hall, recess, lunchroom, restroom, busses):**
- What are the school guidelines in each of these locations?
- What responsibilities does the teacher have when on duty in these locations?
- When should students be sent to the office for infractions in these locations?

F.   **Special Situations:**
- Who accompanies students to special classes or the media / computer areas?
- Does the class have an assigned seating area for assembly programs?
- Where do students report for drills? What are the signals or announcements?
  - Tornado, fire, in-school emergency, lock down or bomb scare?
- What responsibilities does the teacher have in the above situations (close doors, lights out, lock doors, take attendance)?
- What are the guidelines for indoor recess?

CO-TEACHING: A DIFFERENT APPROACH
FOR COOPERATING TEACHERS
AND STUDENT TEACHERS

adapted for Virginia from a paper presented by

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Kansas State University

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at the

Association of Teacher Educators
Annual Conference
February 16, 1999
Chicago, Illinois

Adapted with permission from **Nancy Bacharach**
and **Teresa Washut Heck**
based on a presentation at the
Mentoring Teacher Candidates Through Co-Teaching
*Train-the-Trainer Worksho*p
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Ball State University Alumni Center, Muncie Indiana

Co-Teaching: A Definition and Description

For the purposes of this paper, co-teaching is defined as a student teacher and a cooperating teacher working together with groups of students and sharing the delivery of instruction and physical space.

For many years cooperating teachers have been encouraged to gradually turn over their teaching responsibilities to the student teacher until, for a period of several weeks, the student teacher has complete responsibility for all teaching. This approach certainly serves the student teacher well, but it does not always take advantage of having an additional adult in the classroom.

In recent years the professional development schools in league with Kansas State University have encouraged cooperating teachers to act as co-teachers with their student teachers. With co-teaching, early in the semester, the student teacher might serve as an assistant and perhaps present portions of lessons while the cooperating teacher remains primarily responsible for the teaching. The student teacher might also work with individuals or small groups of students who need special or additional help. Or, for certain activities, the class might be divided between the two to reduce the teacher-pupil ratio.

As the semester progresses, the cooperating teacher will gradually give the student teacher more and more of the planning and teaching responsibilities and begin to perform some of the functions that the student teacher did earlier in the semester. Near the end of the semester, the student teacher will be primarily responsible for the teaching, much as the cooperating teacher was at the beginning of the semester. With co-teaching, the amount of time the student teacher is left <u>totally</u> alone is reduced so that the cooperating teacher and the school division can take advantage of having an additional, trained adult to teach students.

The Promise of Co-teaching

The concept of co-teaching is new to the student teaching process, but has been used in classrooms with special students for nearly 20 years. In inclusion classrooms a general education teacher and a special education teacher become co-teachers to serve the needs of all of the students in the classroom. Walsh and Snyder (1993) completed a significant piece of research that addresses co-teaching. They compared state competency test scores of 9th grade students who had been taught in traditional classrooms with those who had been taught in co-teaching classrooms. In their study of over 700 students, they learned that the passage rates on the Maryland minimum competency tests (science, social studies, math, and language arts) were significantly higher (66.9% vs. 52.8%) for those taught in co-teaching classrooms compared to those taught in traditional classrooms.

Such results encouraged the personnel at professional development schools aligned with Kansas State University to pursue co-teaching as a solution to some of their problems. Shortly after the establishment of professional development schools, parents began to complain that their children were being taught too often and too long by inexperienced student teachers and not enough by experienced teachers. They felt their children were being used as guinea pigs. Teachers complained that they had to give up their classrooms to student teachers too often and for too much time. Many argued that there were too many student teachers in the professional development schools.

After using co-teaching over the past four years, parents are now requesting that their children be placed with a teacher who will have a student teacher, and teachers are requesting student teachers every semester. Ten years ago there were not enough local classrooms in which student teachers could be placed, and now there are more requests than there are student teachers to fill them.

Advantages and Disadvantages of Co-Teaching

<u>ADVANTAGES</u>

Meeting the individual needs of students is becoming more and more difficult. Having two or more adults in a classroom allows students to work with ease in whole group, small group and individual settings. By lowering the student/teacher ratio, co-teachers have a better chance to meet the diverse needs of technology, curriculum, and diversity issues.

Flexible grouping of students is much easier with co-teaching. The use of centers, curriculum groups, interest groups, and individual settings are based on the individual needs of students. Whole group teaching is an option, but typically less time is spent lecturing the whole group; this leaves more time to spend with small groups and individuals.

In co-teaching classrooms, students are actively engaged in learning. Many times, two or more teachers will attempt projects they wouldn't try by themselves.

The old saying of "Two heads are better than one" is very true when it comes to planning curriculum and assessment. Teachers are able to conference with parents and students on a regular basis, as well as during scheduled parent-teacher conference times. Preparing for parent conferences is often very time consuming. Co-teachers are able to reduce the preparation time by sharing the work.

Hundreds of decisions need to be spontaneously made by classroom teachers. By having more than one set of eyes on the classroom, teachers are able to collaborate and problem solve in a timely manner. Problem solving is a true advantage to co-teaching.

Every teacher knows the difficulty of preparing a classroom for the first day of school. Co-teachers are able to work together to prepare bulletin boards, move furniture, and plan the layout of the classroom.

Co-teaching is an excellent opportunity for mentoring an inexperienced teacher. If one is a veteran teacher and the other is a student teacher, inventory is no problem. The student teacher is able to share the classroom inventory, while adding to his/her own throughout the semester.

Ask any teacher what he or she needs, and the response will usually be "more time." Co-teaching allows time during the teaching day to be used in flexible ways. While one teacher is working with the whole group, another teacher can be planning curriculum, meeting with a small group of teachers to discuss state accreditation testing, etc.

Co-teaching is not easy. Many teachers are uncomfortable managing other adults and dealing with adult conflict. Therefore, co-teaching builds leadership skills with real-world applications.

With more demands on today's educators, teachers find themselves out of the classroom for various professional reasons (e.g., staff development, assessment, committee work, and

leadership positions). Students are often left with a substitute. Co-teaching allows for teaching consistency for students because the student teacher remains in the classroom and can co-teach with the substitute.

Performance assessment is an effective way to measure what students really know. Gathering data on individual students for assessment purposes is a very difficult job for one teacher, but co-teaching allows for individual assessment to be ongoing during the teaching day.

Co-teaching is a real-world interaction model. Students observe teachers and student teachers interacting positively as a team.

DISADVANTAGES

A lot of teachers consider their classroom a "home away from home." They become very possessive of their classrooms because they have devoted hundreds of hours and a lot of money to make them successful. Adding a teacher to a classroom invades the territory of the classroom teacher. Some teachers are able to share their territory better than others. Co-teaching is not for the person who likes to control the class, has little flexibility or believes there is only one right way to teach. Teachers who share a classroom must come to consensus on such philosophical questions as discipline, classroom organization, routines, and procedures.

Another disadvantage is that not all teachers are able to manage adults. Co-teaching requires educators who are able to deal with adult conflict and management.

Collaboration and co-teaching takes more time. Teachers will often say, "It would be easier to just do it myself." Not all teachers are willing to take the time to talk about everything that happens in a classroom.

Many times teachers begin to feel closed in. Sharing physical space can be threatening and teachers feel that they just want some time to themselves.

Since co-teaching is not the norm, parent perception can often make or break the concept. It is imperative that parents know their student will be in a co-teaching classroom. Parents should not think their child is being used as a "guinea pig" for another new idea.

Most teachers are familiar with the "teachable moment" – the spontaneous teaching that experienced teachers use to challenge students to a higher performance level. Many times inexperienced teachers don't recognize the importance of spontaneous teaching. This can be a frustration to the other teacher who shares the classroom.

One of the most frustrating dilemmas of co-teaching is inconsistent discipline. Co-teaching is much like parenting. Students may try to play one teacher against the other. Many teachers would rather teach alone than deal with inconsistent discipline.

<div align="center">**Some Approaches to Co-Teaching**</div>

Marilyn Friend and Lynne Cook (1996a) have presented several approaches to co-teaching that provide ways for two teachers to work together in a classroom. Their videotape (1996b) also explains these approaches, which are briefly discussed below. They include: one teach, one support; parallel teaching; alternative teaching; station teaching; and team teaching. In 2011 Ball State University's Clinical Practice Network adopted two more strategies that are included at the end of this article.

ONE TEACH, ONE SUPPORT/ASSIST

With this model one teacher has the primary responsibility for planning and teaching, while the other teacher moves around the classroom helping individuals and observing particular behaviors. For example, one teacher could present the lesson while the other walks around or one teacher presents the lesson while the other distributes materials.

Some advantages of this approach are:

* Students receive individual help in a timely manner
* It's easier to keep students on task because of the proximity of the teacher.
* It saves time when distributing materials.
* As a process observer, the supporting teacher can observe behavior not seen by the teacher directing the lesson.
* The supporting teacher can walk around and still continue to observe the other teacher model good teaching practices.

Some disadvantages of this approach are:

* Through the eyes of the students, one teacher has more control than the other.
* Students often relate to one person as the teacher and the other as a teacher's aide.
* Having a teacher walk around during the lesson may be distracting to some students.
* Students begin to expect immediate one-on-one assistance.

PARALLEL TEACHING

In parallel teaching, the teacher and student teacher plan jointly but split the classroom in half to teach the same information at the same time. For example, both teachers could be explaining the same math problem-solving lesson in two different parts of the room. If the room had two computers, each teacher could use a computer to model the use of the Internet or a new piece of software to half of the class. Each half of the class could be involved in a literature study group during a novel study.

Some advantages of this approach are:

* Preplanning provides better teaching.
* It allows teachers to work with smaller groups.
* Each teacher has the comfort level of working separately to teach the same lesson.
* Splitting the class allows students to be separated who need to be.

Some disadvantages of this approach are:

  * Both teachers need to be competent in the content so the students will learn equally.
  * The pace of the lesson must be the same so they finish at the same time.
  * There must be enough flexible space in the classroom to accommodate two groups.
  * The noise level must be controlled.

ALTERNATIVE TEACHING

In alternative teaching, one teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group does not have to integrate with the current lesson. For example, a teacher could take an individual student out to catch him/her up on a missed assignment. A teacher could work with an individual or a small group for assessment purposes or to teach social skills. A small group of students could work together for remedial or extended challenge work.

Some advantages of this approach are:

  * Working with small groups or with individuals helps meet the personal needs of students.
  * Both teachers can remain in the classroom, so one teacher can informally observe the other modeling good teaching.

Some disadvantages of this approach are:

  * Groups must vary with purpose and composition or the students in the group will quickly become labeled (e.g., the "smart" group).
  * The students might view the teacher working with the larger group as the teacher in control.
  * Noise level must be controlled if both teachers are working in the classroom.
  * There must be adequate space.

STATION TEACHING

Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The teacher and student teacher are at particular stations; the other stations are run independently by the students or by a teacher's aide. For example, three or more science stations, each containing a different experiment, could be organized with the teacher and student teacher working with the two stations that need the most supervision. It is also possible to use an aide or parent volunteer to supervise stations.

Some advantages of this approach are:

  * Each teacher has a clear teaching responsibility.
  * Students have the benefit of working in small groups.
  * Teachers can cover more material in a shorter period of time.

* Fewer discipline problems occur because students are engaged in active, hands-on learning.
* It is possible to separate students who need to work away from each other.
* This approach maximizes the use of volunteers or extra adults in the room.

Some disadvantages of this approach are:

* To work effectively, this approach requires a lot of preplanning.
* All materials must be prepared and organized in advance.
* The noise level will be at a maximum.
* All stations must be paced so teaching ends at the same time.
* One or more groups must work independently of the teacher.

TEAM TEACHING

Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline. This approach can be very effective with the classroom teacher and a student teacher or two student teachers working together.

Some advantages of this approach are:

* Each teacher has an active role.
* Students view both teachers as equals.
* Both teachers are actively involved in classroom organization and management.
* This approach encourages risk taking. Teachers may try things in pairs that they wouldn't try alone.
* "Two heads are better than one."

Some disadvantages of this approach are:

* Preplanning takes a considerable amount of time.
* Teachers' roles need to be clearly defined for shared responsibility.

ONE TEACH, ONE OBSERVE
One teacher provides instruction while the other gathers specific observational information about the instruction or the students. It is important to narrow the observation to one or two elements while focusing on specific behaviors. The two teachers each share in the observation process by taking turns serving as the intentional observer. This strategy is not intended to be a formal evaluation, but rather a mechanism to provide teachers with information about what is happening in the class so they can make changes based on what is observed.

Both teachers need to plan for what is to be observed. Some possibilities include:
On task behavior
Reactions from students

Transitions
Closure of lessons
Types of questions
Who is being called on to answer questions

SUPPLEMENTAL TEACHING
One teacher works with the students at their expected grade level while the other works to remediate or extend information and skills. The type of lesson and student product may vary due to the needs of the groups. Many school systems in Indiana are implementing this strategy to improve student scores on standardized tests.

Assessments/data determine grouping of students
Need to have flexible groups

Reference List

Friend, M. & Cook, L. (1996a). Interactions: Collaboration skills for school professionals. White
    Plains: Longman Publishers USA.

Friend, M. & Cook, L. (1996b). The power of 2: Making a difference through co-teaching
    [Videotape]. (Available from the Forum on Education, Smith Research Center, Suite 103,
    Indiana University, Bloomington, IN 47405-1006)

Walsh, J.J. & Snyder, D. (1993, April). Cooperative teaching: An effective model for all
    students ED 361 930. Paper presented at the annual convention f the Council for
    Exceptional Children, San Antonio, TX. (ERIC Document Reproduction Service No. ED
    361 930)

Bacharach, N. and Washut Heck, T. (2011). Mentoring Teacher Candidates Through Co-
Teaching. St. Cloud, MN: St. Cloud University Teacher Quality Enhancement Center

Summative Student Teaching Profile: The Demographic Page

Your final evaluation for student teaching (Summative Student Teaching Profile) will be completed online. You may wish to view a copy of the entire document in the back of your "Evaluation of Student Teachers Guidebook".

> **You are responsible for completing page one of this profile. <u>You must complete this task sometime in the first two weeks of the semester</u>. We casually refer to this page as the "demographics" of your profile.**

It is important for you to be aware that your Summative Profile will be read by hiring officials. This is the first page they will see. You will want to write in a professional manner and have several educators proofread your material. Avoid using the first person in writing this section.

Page One includes the following paragraphs:
1) Demographics of the school and its community:
You can obtain key information about your school at the following state department website: http://compass.doe.in.gov/dashboard/overview.aspx Bookmark this site. You may also find information on this site helpful in your job search. Include information such as school size, diversity, community setting, economic status, etc.

2) Description of classes taught and general classroom environment:
The content of this paragraph should contain the following: number of students in class, gender, ethnic and cultural balance. Also include information such as: number of identified special needs students, volunteers or classroom assistants, Title programs or other special curricular programs that may be of interest to a hiring official. Curriculum topics at the elementary level may include: Four Block reading format, literacy circles, other programs such as Saxon or Everyday Math, Lucy Caulkins writing, Reading First, etc. Secondary levels will want to indicate all courses taught and/or format such as block scheduling.

<u>Please have your classroom teacher approve your paragraphs before submitting them online.</u>

Other information about the online process:
  a. The website does not include a Spell Check. You may want to create your paragraphs in a word document and then cut / paste them to the site.
  b. When you finish, hit the SAVE key. This will save your work, but you are free to edit at any time until the last day of the semester.
  c. Limit your paragraphs to 8-10 lines of text. Please notice the character limit.
  d. The final copy of your Summative Profile will not be available for you to print until the day after the end of the semester.

Accessing the Document:
  ▪ Go to www.bsu.edu/rgrade and log in. Click the Student Services icon.
  ▪ In the upper right hand corner of page you will see 2 tabs: Applications and Assessments. Click Assessments.
  ▪ Click the grayed out pencil under Demographics/Description and enter you demographics in the pop-up window.

<u>You are expected to complete this task within two weeks of the beginning of the semester.</u> Contact your University Supervisor for additional guidance.

Please contact the Office of Teacher Education Services (otes@bsu.edu or 765-285-1168), if you encounter problems with this process.

Revised 7-15-15

Directory Card for Student Teachers

Name _____ Semester: Fall / Spring, 20_____

Address while student teaching: _____

City _____ Zip _____

Home phone (_____)_____   Cell Phone (_____)_____

Email Address: _____

School where student teaching_____
School corporation _____
Supervising Teacher_____ Grade or Subject _____
School Phone _(_____)_____

(if applicable) Second placement or teacher
School: _____
School Corporation _____
Supervising Teacher_____ Grade or Subject _____
School Phone _(_____)_____

Emergency Contact information for this semester:
Name _____ Relation to you: _____
Work number _(_____)_____   Home or cell _(_____)_____

Directory Card for Student Teachers

Name _____ Semester: Fall / Spring, 20_____

Address while student teaching: _____

City _____ Zip _____

Home phone (_____)_____   Cell Phone (_____)_____

Email Address: _____

School where student teaching_____
School corporation _____
Supervising Teacher_____ Grade or Subject _____
School Phone _(_____)_____

(if applicable) Second placement or teacher
School: _____
School Corporation _____
Supervising Teacher_____ Grade or Subject _____
School Phone _(_____)_____

Emergency Contact information for this semester:
Name _____ Relation to you: _____
Work number _(_____)_____   Home or cell _(_____)_____

Dual Majors: Completion of Semester
(Intended for University Supervisors)

As you know, it is often necessary to add or change teachers from the original contract with the school district.

Once the teacher's names are determined and W-9 forms have been collected, be sure to do the following:

1. Notify Tara Green of the teacher changes. She will need the names and the total number of weeks each teacher should be paid the honorarium.
   Example #1:
   General education teacher has student teacher for 10 weeks = 10 weeks honorarium
   Special education teacher has student teacher for 6 weeks = 6 weeks honorarium.
   Example #2:
   General Education/inclusion teacher has student teacher for full 16 weeks and Special education teacher oversees student teacher's work (push in or pull out) with the special education students. In this case, you can divide the honorarium based on what you think is reasonable in terms of the time they have spent to mentor the student teacher. The 16-week honorarium is still split between the two. Any exceptions would need to be made with Mr. Dee. The teachers should be included in the conversation and/or informed of the pay in advance.

2. Ask the teachers if they want to collaborate to write <u>one</u> narrative summary at the end or if they each wish to write their own. In most cases, they will <u>each</u> write a summary devoted to the general and/or special education component of the student teaching experience.

DO ALL OF THE ABOVE ONE MONTH PRIOR TO THE END OF THE SEMESTER.
If these tasks are not completed, the teachers will not be able to access the website to submit the narrative summary.

Completion:
- Showcase audience includes both teachers.
- ONE Summative Student Teaching Profile is prepared by University Supervisor.
- ONE set of INTASC competency marks are given. These should be representative of the student teacher's performance overall.
  Differences can be addressed in the narratives.
- The University Supervisor's narrative would address the overall experience.
- One LAMP assessment – submitted in rGrade.
- Content specific rubric evaluation for special education majors. Questions regarding this rubric should be directed to Dr. Nina Yssel. (<u>NYSSEL@bsu.edu</u>)

DUAL MAJORS
Elementary Education / Exceptional Needs: Mild Interventions

Expectations and Guidelines
BSU Office of Teacher Education Services

It is expected that DUAL majors will be placed in an inclusion classroom for the full semester **or** placed in a situation where equal and full participation in each major area is available, during the sixteen week student teaching placement.

Expectations:
1. All lesson plans and the LAMP unit must include accommodations and modifications specific to individualized needs as identified in the IEPs of the children with special needs. These should not be generic, but specific to these students.
2. Lesson plans should be reviewed by both the general education teacher as well as the special education teacher, if more than one supervising teacher is involved in the placement.
3. The student teacher is to follow the requirements for elementary education majors including co-teaching and solo-teaching for large and small groups.
4. If there is more than one supervising teacher, both supervisory teachers should be involved in assessment of the student teacher. Each teacher will write a summative narration reflecting the competency of the student teacher.
5. Planning and instruction should reflect the student teacher's knowledge of IEP goals as well as required accommodations and modifications for students in the inclusive setting.
6. Student teachers should participate in case conferences and annual case reviews for students with whom they are working whenever these opportunities are available.
7. Whenever possible student teachers should participate in the school's process for assisting students who might be referred for testing to identify potential exceptionalities/disabilities.
8. Adaptive technology should be included where possible and when appropriate to the exceptionality.
9. Student teachers should be given opportunities to direct the activities of instructional assistants and/or parent volunteers.

Showcase
Presentation
Reflecting evidence of competency on the InTASC standards

- The collection of artifacts should give equal weight to both areas of certification.

- Along with the requirements for the Elementary Education portfolio (see Portfolio Handbook) dual majors must include the evidence to demonstrate the following specific performances. The minimum requirement still remains as two artifacts per INTASC standard.
  a. IEP-based modifications in lesson plans (InTASC 1 and 2)
  b. LAMP must include a section addressing the specific needs and modifications for students with special needs (InTASC *2, 6 , 7 ,* 9)
  c. Communication with the parents of special needs children (InTASC 10)
  d. Evidence of active participation in annual case reviews, case conferences, and student support team meetings. Level of participation may be dependent on the time of year and population of the school. (InTASC 10).

Helpful Hints for the Supervising Teacher

1. Introduce your student teacher to the administrators, faculty and other staff members.

2. Take time to introduce the student teacher to the class. Encourage him/her to share background information.

3. Regard the student teacher as a member of the faculty and not a pupil in the school.

4. Use a team approach and provide immediate opportunities for participation in class activities.

5. Explain the specific details of your classroom management and the school discipline policies.

6. Require effective plans and planning procedures. Require these plans in advance so that you will know what will transpire. Check long-term planning frequently.

7. Plan together with your student especially in the early weeks. Use the 'think aloud' approach so they can hear how you make your decisions.

8. Teach the student teacher how to plan and organize more effectively; do not allow him/her to stumble along from day to day by trial and error.

9. Hold frequent conferences. These should be held in a place where privacy prevails and where there is an unhurried and constructive atmosphere.

10. Do not hold back on constructive criticism. A student teacher cannot improve if they do not know what they are doing wrong. Offer to model again for them.

11. If a student teacher experiences some serious problems, do not hold back on your efforts at remedy in hopes that it will eventually disappear. Prompt and immediate action in cooperation with the University Supervisor is recommended.

12. Give praise when praise is due. Student teachers are proud and encouraged to keep working hard when they know that you recognize their good work. Acknowledge even the small successes.

13. Share knowledge of your pupils and their backgrounds.

14. Provide opportunities for the student teacher to try a variety of teaching methods, materials and management procedures. These should be kept within reason and meet with your approval.

15. If at all possible, provide the student teacher with his/her own desk or table, grade book and plan book. Personal work space (separate from yours) sends a message of importance to the student teacher and to your students.

16. Encourage your student teacher to get involved in faculty and extra-curricular activities.

17. Explain the guidelines for supervision in areas such as: hall, cafeteria, playground, and restrooms.

18. Share school resources and locations of materials/equipment with your student teacher.

19. Include your student teacher in parent conferences (telephone and in person). It is important for student teachers to see you conduct a parent conference or place a call home. Encourage him/her to contact parents – always with your knowledge and approval.

┌───┐
│   QUICK REFERENCE GUIDE   │
│   **Evaluation of Student Teachers Guidebook** │
└───┘

InTASC #1:   LEARNER DEVELOPMENT

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- Demonstrates Understanding of Developmental Characteristics of Learners
- Activates Prior Knowledge and Experiences
- Demonstrates Developmentally Appropriate and Challenging Experiences

InTASC #2:   LEARNING DIFFERENCES

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- Teaches to Individual Learners in an Inclusive Environment
- Selects Resources to Meet Range of Individual Needs
- Establishes High Expectations for Learning and Achievement

InTASC #3:   LEARNING ENVRIONMENTS

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

3A
- Management of Transitions
- Management of Time and Materials
- Directions and Procedures
- Pacing

3B

- Positive Climate for Intrinsic Motivation
- Positive Climate for Collaborative Learning and Social Interaction
- Establishes Expectations for Conduct Monitors and Responds to Learner Conduct

InTASC #4:   CONTENT KNOWLEDGE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

- Demonstrates Knowledge of Content
- Employs Accessible and Meaningful Approaches When Teaching Content

InTASC #5:   APPLICATION OF CONTENT
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- Selects Resources to Encourage Critical Thinking, Creativity, and Collaborative Problem Solving
- Understands Best Practices: Multiple Teaching Strategies, Active Learning, Modeling
- Understands Interdisciplinary Approaches When Teaching Content

InTASC #6:   ASSESSMENT
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- Uses a Variety of Formal/Informal Assessment Strategies
- Incorporates Assessment Data in Lesson Planning/Adjustment
- Evaluates Criteria and Feedback
- Engages Learners in the Assessment Processes

InTASC #7:   PLANNING FOR INSTRUCTION
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context.

- Activates Prior Knowledge and Experiences Based on Learners and Community Context
- Uses Interdisciplinary Approaches
- Designs Purposeful and Rigorous Learning Activities Based on Content/Developmental Standards/Curriculum
- Plans Collaboratively with Professionals with Specialized Expertise
- Demonstrates Short- and Long-Term Planning

InTASC #8:   INSTRUCTIONAL STRATEGIES
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- Implements a Variety of Instructional Strategies to Develop Deep Understanding
- Uses Interdisciplinary Approaches in Meaningful Ways
- Engages Learners in Application of Knowledge
- Provides Multiple Models and Representations of Content
- Engages Learners in Developing Higher Order Questioning Skills and Metacognitive Processes

QUICK REFERENCE GUIDE (continued)

InTASC #9:   PROFESSIONAL LEARNING AND ETHNICAL PRACTICE
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Evaluates Teaching Practice Based on Thoughtful Reflection
- Adapts Practice Based on the Needs of Each Learner
- Maintains Professional Relationships with Colleagues, Parents, Learners, and Families
- Upholds Expectations of the Profession
- Demonstrates a Disposition to Seek Opportunities for Professional Learning

InTASC #10:   LEADERSHIP AND COLLABORATION
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- Participates in School/District Events and Projects
- Demonstrates Sensitivity to Learner Needs and Awareness of Community Resources
- Collaborates with stakeholders to ensure learner growth
- Contributes to the Advancement of the Profession
- Routinely Initiates and Participates in Respectful and Productive Communications with All Stakeholders

InTASC: Interstate Teacher Assessment and Support Consortium

Rev. BSU, 2015

<u>Lesson Plan Steps</u>
(Used for teaching new content)

Student name	Class/grade
Subject/topic	Date to be taught
Standard and Indicator	
Co-Teaching Strategy	

1. Materials
2. Objective(s)
3. Motivation
4. Goal for Learner
5. Content and Procedures
6. Practice/Application
7. Evaluation of student learning
8. Closure

<u>Rationale/support for each component</u>

- Materials
  List all materials (teacher and student) *List references and resources used
- Objective
  Must be measurable and observable * Must be stated using "active" verbs
  *Must be reflected in the evaluation of student learning
- Motivation/Engagement/Set/Focus
  Create Curiosity * Stimulate Learning * Provide hook * Recall background
  Get mind on topic * Activate prior knowledge
- Goal for Learner
  Actual quote to be expressed to the students* Students know purpose of lesson
- Content and Procedures
  Meat of the lesson * Specific * Detailed * Logical progression * Concepts, skills, attitudes * Step-by-step *What, why, how * Can be taught by any reader * Complete for novice * Exploration/explanation process * Includes modeling of content, frequent checks for understanding, and a lesson summary * **Must include "Teacher Content" and "Procedure"**
- Practice/Application
  Students practice/apply skill, new concept, or content independently
- Evaluation of student learning
  Must measure stated objective * Real/purposeful * Informal/formal
- Closure
  Lesson ending in which students and teacher <u>actively</u> review major points of lesson

PARTICIPATION IN UNIVERSITY AND OTHER ACTIVITIES
(To be completed in the Office of Teacher Education Services)

Name: _____

Where do you plan to student teach: _____

Major: _____   Minor: _____

Overall Grade Point Average: _____

Please list briefly activities you will be involved in during the time you are student teaching:

COURSES:

EMPLOYMENT:

COMMUNITY SERVICE:

It is my responsibility to inform the Director of the Office of Teacher Education Services of my other activities. I understand that student teaching is my first priority this semester and that participation in other activities may distract from my performance. Other activities must not in any way interfere with student teaching activities and my abilities to meet professional obligations.

** If my participation in other activities is found to interfere with my student teaching obligations, I understand that I may be asked to discontinue my participation in those activities.

Signed: _____   Date: _____

Address: _____   Phone: _____

              _____

OTES OFFICE APPROVAL: ____ CONFERENCE REQUESTED: _____ OTES OFFICE DENIED: _____

SIGNATURE: _____
                 Mr. Jonathan Dee, Director of Office of Teacher Education Services

University Supervisor: _____

POLICY AND PROCEDURE FOR ENROLLING IN STUDENT TEACHING FOR A SECOND TIME

POLICY:

Students who have terminated their first student teaching assignments, either at the request of the classroom teacher, the school principal or the university supervisor or have terminated the assignment themselves, or have received a grade of *no credit*, must go through an appeals procedure before they enroll in student teaching a second time. Students required to do multiple placements will not be permitted to continue subsequent placements without successful completion of the first student teaching assignment.

PROCEDURE:

1.   The student indicates with a request in writing to the Director of Teacher Educational Services, that he/she wishes to enroll for student teaching a second time. The student should state that he/she wishes a meeting with the appeals committee. The letter should also include a rationale for why the student should be allowed to re-enroll and provide information about additional experiences, which the student has undertaken or will take to help him/her to remediate problems identified during the first student teaching assignment.

2   The Director of the Office of Teacher Educational Services requests that the Associate Dean convene an appeals committee meeting consisting of, but not necessarily limited to the following:

        Associate Dean-Chair
        Director of the Office of Teacher Educational Services
        Appropriate Teachers College Department Chair
        Appropriate Academic Chair (if secondary)

        Others to be included, when appropriate, in the appeals process as non-voting members:

        Student's University Supervisor
        Student's Advisor
        Student's Personal Choice
        Any other person(s) deemed appropriate

3.   The Associate Dean will establish a time when the student will meet with the committee.

4.   The Associate Dean sends a letter to the student indicating the time and place of the meeting and requesting that the student be prepared to discuss at the meeting his/her rationale as to why he/she should be allowed to student teach again. The student should provide any other additional information concerning the steps undertaken to help him/her to remediate problems identified during the first student teaching.

5.   The committee will meet again to decide whether the student will be allowed to enroll for a second student teaching assignment. Decisions will be made on a case-by-case review.

        Typical decisions could be:
                Retake or enroll in new courses
                Additional time, i.e. a semester for remediation
                Require additional experiences
                Allow a second student teaching experience
                Reject

6.   The student will be informed by the Associate Dean, **in writing,** of the decision within 10 (ten) days after the committee meeting.

7.   Students can appeal only one time.

Signature_____

Print name⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Date⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Revised November 24, 2004

Policy and Procedures Related to
Termination from Student Teaching

Policy

A professional education candidate must demonstrate the highest professional standards when placed in the field for student teaching. This expectation is indicated by the school's acceptance of the candidate under a signed contract with Ball State University. The student teacher is expected to conform to established school policies, to insure student safety and well being, and to exhibit professional educational practices that conform to the Interstate Teacher Assessment and Support Consortium (InTASC) Model Standards for Beginning Teacher Licensing, Assessment and Development. When it appears that a candidate is seriously deficient in meeting these expectations, a request may be made by the school or by the university supervisor to terminate the student teaching assignment and remove the candidate from the school. Reasons for dismissal from student teaching may include, but are not limited to, the following:

- Lack of responsibility in fulfilling student teaching requirements
- Behaviors indicating an attitude of indifference or hostility
- Incorrect written or oral language which interferes with performance of teaching
- Limited teaching skills (i.e., unprepared, no lesson plans, or poorly written lesson plan, poor classroom management, etc.)
- Poor interpersonal skills with school's students, faculty, and/or staff
- Violation of school policies, procedures, rules, regulations, or code of ethics
- Lack of appropriate professional attitudes or behaviors

Procedures for Termination

If a problem arises which could culminate in termination of the candidate's student teaching assignment, the university supervisor will notify Ball State's Director of the Office of Teacher Education Services (OTES), the candidate, the cooperating teacher, and the school principal, in writing, that termination is being considered.

As soon as reasonably possible, generally within five (5) school days of such notification, the parties will meet privately to discuss the problem(s). Where applicable, written documentation of the problem(s) will be shared with the candidate. The candidate will be informed in writing of the specific conditions that he/she must meet in order to continue with the student teaching assignment and the period of time within which this must be accomplished (generally within five (5) school days).

If, by the end of the period of time established during the meeting, the university supervisor, the cooperating teacher, and the school principal agree that the candidate has not met these conditions, the assignment will be terminated. A formal letter of dismissal, describing the student teacher's performance, and indicating the reasons for dismissal, and signed by the university supervisor, the cooperating teacher and the school principal, will be prepared and delivered to the candidate in a meeting with the candidate convened by the university supervisor and attended by the cooperating teacher and the school principal, if they are available. A copy of the letter will be given to each of the involved parties and the Director of the OTES. The candidate will be removed from the teaching assignment immediately upon delivery of the letter and he/she will be given a grade of "no credit" for student teaching.

In extreme or unusual circumstances, if determined by the Director of the OTES to be in the best interests of the school and/or the candidate, the Director of the OTES may remove the candidate from the teaching assignment immediately following the occurrence of an incident or situation resulting in the initiation of these procedures. In that event, the meeting(s) to be held among the parties under these procedures will be convened at the earliest possible time.

Appeal

If the candidate believes his/her removal from the teaching assignment violated the procedures for termination set forth above, that the decision to terminate was arbitrary and capricious, or that the decision was the result of unlawful discrimination, the candidate may request in writing that the decision be reviewed. This request must be received in the Office of the Dean of Teachers College within five (5) school days of the date of delivery of the formal dismissal letter.

The review will be completed by the Dean of the Teachers College or his/her designee as soon as reasonably possible, generally within five (5) school days of receipt of the request for review. The Dean or his/her designee will review all relevant documentation, interview the candidate and the other concerned parties, and determine whether the decision should be upheld or reversed. If, based upon this review, the decision is upheld, it shall be final. If the decision to terminate the teaching assignment is reversed, the Dean of the Teachers College or his/her designee, after consulting with the Director of the Office of Teacher Education Services and the university supervisor (and, if appropriate, the cooperating teacher and the school principal), shall determine the appropriate remedy. Where possible, this remedy will involve the candidate's return to his/her student teaching assignment. The decision of the Dean is final and not subject to the grade appeal process as outlined in the *Code of Student Rights and Responsibilities*.

Signature _____

Printed Name _____

Date_____

Updated 7/2015
Approved by University Senate April 28, 2004

Preparing for the Completion of a Student Teaching Placement

(For University Supervisors)

1. Before the end of the semester,
   - Submit the yellow "Classroom Visitation Form" for each student teacher.
   - Submit a W-9 form during the first 3 weeks of placement for every cooperating teacher eligible for an honorarium. We are not permitted to retain these and they are shredded after payment is received.
   - Verify your midterm reports to make sure that the assigned supervisors are correct. This is the basis for the honorarium payment.

2. Submit the following documents to the Office of Teacher Education Services (OTES) when you complete your visits:
   - One "Supervisor's Log" for each student teacher who successfully completes
   - Complete documentation for any student who was placed on a five day plan, or withdrew before completion.
   - Benchmarks and observations

3. Submit the following information electronically:
   - Travel log are to be submitted online.
   - Submit your grades electronically through the university Gradebook system. You will have to submit grades for each class. Note: Student teachers are enrolled in more than one class. Credit is the default grade, so this is pretty quick. Grades cannot be submitted until finals week, so if you try to do it early, you will receive error messages.
   - Submit narrative

4. **See attached PDF with the screen capture for location of the following:**
   - Summative Evaluation for each student teacher (narrative) posted in rGrade website and the. You will do this through your Supervisors Home Page in rGrade.
   - 10 InTASC Standards (Portfolio assessment) evaluations in rGrade.
   - Submit LAMP rubric assessment for each student teacher in rGrade.

TIMELINE

<u>3-4 weeks prior to the end:</u>

Set up dates/times for Showcase presentations with a follow-up conference with the classroom supervisor.

Closely monitor and discuss the Evaluation Guidebook rubrics with the classroom supervisor. Try to be sure that the InTASC competency levels being given are truly representative of the work of the student teacher. Watch for over or under inflation of levels.

<u>1-2 weeks prior to the end:</u>

- Attend Showcase presentations and have a follow-up conference privately with the classroom supervisor. Together, determine the final InTASC levels based on:
    1. Classroom performance in the last several weeks.
    2. Evidence in artifacts and refection at the Showcase presentation

    NOTE: The final determination of InTASC levels is the responsibility of the University Supervisor. Although disagreements are rare, <u>you</u> have the right to make the final determination of these levels.

- Evaluate the LAMP unit for each student teacher. Ensure that all components are present. Incomplete units may result in an "incomplete" grade for student teaching. Remind student to upload the LAMP unit separately from their portfolio.
- Offer the classroom teacher the form "Samples of Supportive Documentation" (Gray pages in office that provide guidance on completing the narrative)
- Provide the form "Dear Supervising Teacher…" (blue copies in office) which details the steps for completion of the Summative Student Teaching Profile (narrative).
- *Optional* form "Preparations for the Completion of a Student Teaching Placement"
  This form can be offered to both students and classroom supervisors.

<u>The final week</u>

- Go to the rGrade site and complete a LAMP rubric for each student teacher. Instructions for this process are on the form "Process for Recording LAMP Assessment in rGrade".
- Check to be sure each student has uploaded his/her LAMP document (one Word and one Excel document with the graphs) in rGrade. Click on each document to see that the file opens.
- Write and submit your own "Supportive Documentation" for each student teacher
- Check to be sure the classroom supervisor has submitted his/her narrative. It's not a bad idea to give them an early 'deadline' to ensure that you have time to review it and/or track down the teacher if it is missing. Suggested 'due' date: Thursday of the last week.
- Check to be sure each student teacher submitted the information for the "Demographic" and "School Data" questions for page one of the Summative Profile.
  You can also complete this task earlier in the semester.
- Go to the rGrade website and submit the final 10 InTASC levels for each student teacher.
- Turn in hard copies (unless other arrangements are made) of your Supervisor's Logs along with the yellow "Classroom Visitation Form".
- Once all items are in rGrade, then Submit your grades in Gradebook.
- Be sure that you enter grades for all courses listed for each student teacher you supervise.

EIGHT WEEK PLACEMENTS

NOTE: Eight week placements tend to fall into two categories:

Situation A: The student teacher is assigned to two 8-week placements within the SAME school corporation and YOU supervise both placements.

- The LAMP unit can be completed in either placement. Only ONE LAMP unit is required.
- The Showcase Portfolio presentation is conducted at the end of 16 weeks and both supervisors are invited. The Showcase artifacts must include a representative sampling from both settings.
- There will be a Summative Student Teaching Profile document set up on the website for EACH placement. You will determine the 10 InTASC levels for EACH placement and each teacher will complete a narrative summary.

Situation B: A student teacher has an 8 week placement with you and then graduates or moves on to a second 8-week placement in another school district and with another University Supervisor.

- The student teacher completes the LAMP project and a Showcase Portfolio presentation in the 8-week placement with you.
- All other end-of-placement guidelines apply. The Summative Profile is completed no later than the Monday following the end of the placement.

DUAL MAJORS (Elementary + Special Education)

- For requirements, follow the guidelines on the handout "Dual Majors"
- If a second teacher-supervisor was added (other than the teacher on the original contract), give this name and a completed W-9 tax form to Student Teaching Coordinator. In this case, ask that this new teacher's name also be added to the website so that there is a designated place for him/her to submit the narrative.
- Generally, all paperwork is still submitted at the end.
- However, if the student teacher is splitting time with two teachers, it is recommended that the teacher supervising during the first portion go ahead and write/submit his/her narrative on the website while the thoughts are 'fresh'.
- A dual major student teacher only receives ONE Summative Student Teaching Profile. The final InTASC marks should represent skill in both areas. If teacher names have been submitted, there should be a place for each classroom supervisor to write a narrative.

How to Access the Student Teaching Website

- Go to www.bsu.edu/rGrade and select Faculty Login
- Log in using your BSU email and password. Click on the icon "Supervisors Home".
- Everything you need to do for student teaching can be found on this page.

  Questions about any procedures: Check with your assigned mentor or call OTES at 285-1168, or email otes@bsu.edu.

Ball State University Classroom Visitation Form

(Contact the school regarding the criminal history check requirements before you visit.)

Student Name (please print) _____

Name of School _____

The visit can be done as soon as you can arrange it after notification of your assignment. Upon receipt of your confirmation, contact the principal and then the classroom supervisor to arrange a time that works out best for all of you. The purpose of the first visit is to clarify and finalize your student teaching assignment. At this time, the contract is in place, the school is reserving a classroom supervisor for you, and you are committed to do student teaching with that classroom supervisor. **Visit Early!** This is your responsibility and a part of completing student teaching requirements.

First Visit: Date_____ Length_____

Activity Summary_____

_____

Supv. Teacher Signature_____ Date_____

The second visit should be done for one full day (or the equivalent of one full day). The best time to arrange the date(s) for this visit would be the day you are at the school for your first visit. The purpose of the second visit is to gather professional information pertaining to textbook materials and topics the students will be studying and to initiate a professional relationship.

Second Visit: Date_____ Length_____

Activity Summary_____

_____

Supv. Teacher Signature_____ Date_____

RETURN THIS COMPLETED FORM TO YOUR UNIVERSITY SUPERVISOR ON THE DAY OF THE STUDENT TEACHING SEMINAR.

THESE VISITS ARE STUDENT TEACHING COURSE REQUIREMENTS. If school is not in session upon receipt of your confirmation, contact the principal and classroom supervisor to make arrangements that best suit your situation.

It is your responsibility to complete all district requirements regarding your criminal history check prior to beginning student teaching. If you have any questions regarding individual district requirements, check with the school district office.

Revised 8/08

Prompts for Effective Coaching
Adapted from *Responsive Literacy Coaching* by Cheryl Dozier

- As we begin our conversation today, let's talk about all the things that went well. What were the strengths of your lesson? What worked for you? Why were these things successful?

- What were you hoping to accomplish during the lesson?

- Tell me what you observed in your students.

- What are the strengths of your students? How do you know?

- What strategies did you observe your students using?

- Talk about the needs of your students. What strategies do you need to teach them?

- Were your 'top' students being challenged? How do you know?

- What element/s of your lesson did not go as planned? Why?

- What would you change about how you taught this lesson?

- What can you learn from _____?

- How can you continue to assure that _____ does/does not happen again?

GENERAL COACHING…….

- What are the areas in which you see yourself as most effective?
- Identify the areas where you need the most improvement.
- Where could you turn to find the professional development to help you improve in these areas?
- Do you think that time is being lost during transitions? How can we better manage time?
- Maybe we can brainstorm some possible solutions to this problem. What are your ideas?
- How can I be of benefit to you during this phase of your teaching? What would be most helpful for me to do?
- If you put yourself in the place of the learner, what strategies would have worked best for you?

Student Teachers Checklist

1. Is there a school handbook with information for new teachers?

2. What am I to do in case of a fire drill?

3. What staircases and exits may be used for my room in regular and rapid dismissals?

4. What do different bell signals mean?

5. What procedures are used for pupils to enter the building, to assemble, and to leave the building?

6. What preparations must I make to handle emergency drills?

7. What are the regulations concerning visitors and/or salesmen to the classroom?

8. What provisions do I make to cover my class if I must leave my room or building?

9. What are the regulations concerning pupils leaving the room or building?

10. How do I record and report pupils' attendance?

11. What procedures do I follow when I am absent?

12. What procedures are used for permitting pupils to be released for religious instruction and to attend dental and medical clinics?

13. What provision is made for lunch in school?

14. How can I secure the services of doctor, nurse, clerk, attendance officer, and custodian? Others?

15. What are my responsibilities during the playground and lunchroom duty assignments?

16. What am I expected to do about a Plan Book and a Grade Book?

17. What is the procedure for obtaining textbooks, general materials, art and sewing supplies, audio-visual aids, physical education equipment, and requesting typing service?

18. Are there rooms set aside for special activities: library, science, crafts, audio-visual aids, testing, and speech and hearing?

19. What are the hours for school? Teachers?

20. What procedures do I follow in reporting accidents of children?

21. When are teachers' meetings held? PTA?

22. Is there a course of study available? A time schedule of classes? A form for lesson plans?

23. What plans must be made for educational trips?

24.   What is the procedure for reporting to parents?

25.   Beginning of year and closing of year plans and reports?

26.   What do I do with fees, fines, and other payments received from students?

27.   How should I handle a parent visitation?

28.   Where do I find the phone numbers of the classroom teacher and school officials?

29.   What reponsibilities do I have concerning school organizations?

30.   What is the proper procedure for the issuance of pass slips during class time?

LAMP Syllabus
Learning Assessment Model Project
(Updated for InTASC Fall, 2015)

Each student teacher will develop and teach a ten-lesson interdisciplinary unit.

<u>Purpose/Standards:</u> An opportunity for the student teacher to write curriculum, align academic standards to assessment and evaluate student learning.
InTASC standards 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

<u>Five Unit Components</u>

The Instructional Unit will:
- measure 2-3 academic standards (with appropriate indicators)
- focus on one subject/discipline with integration of supporting standards (Example: Science and writing)
- include a variety of instructional strategies
- accommodate developmental differences and various learning styles
- incorporate media and technology, whenever possible.

Assessments (pre and post-tests) will incorporate:
- parallel pre and post tests to measure standards
- reliable and valid test questions
- presence of specific and appropriate criteria for mastery levels
- well-constructed test items

The Student Project:*
- provides an opportunity for students to apply skills learned in a real-life, authentic way
- measures one or more of the unit standards
- includes effective instruction and rubric evaluation

* A student project may not be appropriate in all settings. See page three, #10.

The Project Rubric:
- appropriately measures the standard/s for the project
- evaluates both process and conventions
- includes specific criteria for mastery

Evaluation of Student Learning includes:
- graphs of data from pretest
- interpretation of pretest data with appropriate modifications made to the unit when applicable
- graphs and interpretation of project data
- graphs and interpretation of post-test data
- reflection on data with suggested modifications for future instruction

MODIFICATIONS for VARIOUS PLACEMENTS

Early Childhood and Kindergarten: If a 10-lesson unit is not suitable to the curriculum in your classroom, you may develop two 5-lesson units. This should be discussed with your classroom and university supervisors. Early childhood majors with three placements should complete the LAMP unit during the primary grade placement. Your pre/post-tests may encompass learning stations, picture choices, demonstration of skills or other assessments not related to reading ability. Create a rubric for scoring.

Secondary Level: Since the content and instructional timeframes for your courses are more rigid, you will likely be expanding on a topic already scheduled to be taught. Each situation is unique. When teaching multiples subjects (preps), your unit will be developed for only one subject (whether you have one or more sections of that class).

Special Education: Self-contained and resource positions have a wide range of formats. LAMP units can actually be created for a very small number of students. Please work with both supervisors to determine the best format for your situation. Always adhere to IEP goals when determining your topic/standards. While some student teachers create a unit plan for each placement, all special education majors should do the LAMP in their 2nd placement.

Dual Majors: Most dual-majors complete the LAMP unit during the general education phase of the semester.

Physical Education: Only one LAMP unit is required. This should be completed during your placement at the secondary level.

Middle School/Junior High Mathematics License: Student teachers who are adding middle school/junior high mathematics to their Elementary Education license must complete a LAMP unit that focuses on mathematics.

COMPONENTS OF THE UNIT PLAN

NOTE: Variations may be made to these components depending on your content area and in consultation with your university supervisor.

The final product should follow this sequence.

1. Title page: Include author, grade level, topic and duration of unit

2. Table of Contents: Follow this list. Page numbers are not necessary.

3. Purpose of the unit: Brief narrative including the standards being addressed

4   Specific Skill Objectives keyed to the academic standards and indicators
Follow this format for each objective (see sample in syllabus)
   a. Content objective written in measurable terms
   b. Academic standard and indicator/s (full written version)
   c. State the interdisciplinary connections
   d. List all of the ways this objective will be assessed

5. Vocabulary: List to be taught and assessed (include definitions used in class.)

6. <u>Timeline or outline of the day-to-day plans:</u> Create a chart or briefly describe each day's lessons. Include a strong opening lesson.   Clearly indicate your review time and connections to previous lesson content.

7. <u>Resources:</u> Include complete bibliographic information for books, software, speakers, study trips, manipulatives, websites, etc. Label categories: Teacher Resources and Student Resources

8. <u>Letter to Parents:</u> Introduce and explain the purpose of the unit. Give an overview of the content to be covered and activities students will be doing. Include ways for families to be involved. Inform parents of the project. The project rubric could be sent home later in the unit. Secondary-level student teachers should address the letter to both students and parents.

9. <u>Display Area and/or Bulletin Board</u>: Create an inviting and motivating display area to be put up before the first day of the unit. If possible, showcase student work. Elementary level should include a collection of literature for enrichment. Write a brief narrative describing this area, including a picture or drawing.

10. <u>Student Project and Rubric:</u> Develop a project where students can <u>apply</u> their knowledge or skills related to one or more of the unit standards. Address a range of learning levels and modalities and set levels for mastery. Create a rubric to evaluate students. Share the rubric with students and parents, if applicable, in advance.   The rubric should address content as well as the conventions of the project <u>specific</u> to your project. You may not use a generic commercially-produced rubric. Write a description of the project and include the rubric.

    NOTE: In some teaching situations, the implementation of a student project may not be feasible. In this case, you must provide written documentation to the university supervisor explaining these circumstances, even though you developed the project as part of your unit.

11. <u>Technology</u>: This component is required for both you and your students.   List and briefly describe all technology used in the unit.

12. <u>Detailed Lesson Plans:</u> Use the appropriate BSU lesson plan format. Consistent review of previous knowledge through scaffolding should be evident. Include copies of student work pages for each lesson. Indicate accommodations for students with special needs and for enrichment.

13. <u>Differentiation and/or Accommodations:</u> Accommodations for students' various learning styles should be evident in your lesson plans and project. These might include projects addressing the multiple intelligences, using choice for learning modalities to address IEP requirements, and/or challenge high ability students. Write a brief summary for this section.

14. <u>Authentic Real-life Applications</u>: Write a brief summary of how your unit addresses real-life problem-solving or critical thinking skills.

15. <u>Pre and Post-tests:</u> Include a blank student copy and a teacher key copy. The numeral for the standard/indicator being assessed should be listed for each question on the teacher key copy.

16. <u>Pre and Post-test Graphs:</u> See instructions below along with "Graphing LAMP Data" handout.

17. <u>Narrative Statements and Reflection Questions</u>: See page 8.

YOUR SEQUENCE IN DEVELOPING THE UNIT

RESEARCH and DEVELOP your plan:
- Work closely with both of your supervisors during the development and planning process.
- Plan to teach your unit in the second half of the placement, but try to finish at least two weeks prior to the end. You must allow time to complete the graphs and reflection questions. In planning, be aware of holidays, school breaks, standardized testing and grading periods. These variables may affect your topic selection and timing.
- Maintain all of your draft work in a folder at school for your university supervisor to review. Consult the LAMP website for examples and video clips if needed.
- You must have a minimum of 10 lessons addressing your standards. The alignment with the Indiana Academic Standards should be clear in both the lesson plans and the assessments. Direct instruction should be present (as opposed to having students spend most days doing research and creating a product.).
- Conduct informal assessments of students' prior knowledge of the topic. This might include a KWL activity or other ways of sharing. This is <u>not</u> part of the pretest or day one activity. This activity must be conducted during the planning stage to give you a more accurate assessment of your students' knowledge base. Make sure to indicate how you used these activities to refine your instruction.
- Select 2-3 standards you will teach. You will likely have 1-2 primary standards along with a supporting standard for the interdisciplinary connection. Include the specific indicators being assessed. A common mistake is to try and cover too many standards in one unit.
- Develop specific and measurable objectives for each lesson.
- Draft a timeline for the unit.
- Your written unit and tests should be complete a minimum of <u>one week</u> prior to teaching the unit. This allows time for review by supervisors and fine-tuning.

DEVELOP the PRE and POST-TESTS:
- Design parallel pre and post-tests measuring the standards. Keep in mind that the student project will also be used to measure standards.
- Create 3-4 developmentally appropriate questions per standard.
- Use a variety of questions (multiple choice, true/false, fill in the blank, matching and essay). Grades two and above should have at least one short answer or essay question. Include the answer and point value for these questions.
- Pre/post-test questions are to be aligned in content and difficulty. For example, you might change the stem and alternate the choices with multiple choice.

- For Early Childhood/kindergarten, a more authentic performance-based assessment should be developed as an alternative to a paper/pencil test. Include your scoring rubric.
- Set your criteria for mastery before you teach the unit. Mastery should be the score that you expect all students to obtain <u>after</u> you teach the unit.
- Instead of labeling the pretest as a "Test", consider these options: "Tell me what you know about…" "What do you know?" This will ease students' anxiety over taking a 'test' before they have learned the material.

ADMINISTER THE PRETEST:
- Administer the pretest a minimum of one week prior to the beginning of the unit. This allows time for analysis of test results and adjustments to the plan.

GRAPH & ANALYZE PRETEST DATA and ADJUST UNIT PLAN:
- Immediately following the administration of the pretest, create the following graphs. Refer to directions and samples on "Graphing Lamp Data".
- Review the assessment rubrics on the LAMP website for reference.
  - One bar graph for the **pretest** containing all the students' individual scores in percent correct for total pretest, including the class average as the last labeled bar.
  - One bar graph for the **pretest** for each student's individual scores correct for each standard measured.
- Identify students by numbers, and not by names or initials, on graphs.
- Respond to the following narrative analysis questions: Section 5: a and b on page 8, "Narratives Required for the LAMP Analysis".
- Make adjustments to your plans based on your pretest analysis.

TEACH THE UNIT:
- Reflect on your lessons each day. Make on-going adjustments as needed.
- For the project, be sure students and parents, when applicable, have a copy of the scoring rubric along with very clear instructions.
- Respond to the following narrative analysis questions: Section 1 a-f, section 2 a, section 3 a-e (if applicable), and section 4a.

ADMINISTER THE POST-TEST and GRAPH YOUR DATA:
- Give the post-test within two days of the end of the unit.
- Create the following graphs based on the directions provided. See samples.
  - One bar graph for the **project** (if applicable) containing all the students' individual scores in percent for their total score
  - One bar graph for the **post-test** containing all the students' individual scores in percent correct for total post-test, including the class average as the last labeled bar.
  - One bar graph for the **post-test** for each student's individual scores correct for each standard measured.
  - One **comparison** stacked bar graph containing all of the students' individual scores in percent correct for each standard measured for the pretest and post-test
  - One **comparison** bar graph containing all of the students' individual scores in percent correct for the pretest and post-test totals
- Respond to the following narrative analysis questions:
  Section 5 c (if applicable), d and e.

PLANNING WORKSHEET for 16-week Placements

- **Communicate with both supervisors during all phases of the unit. Keep draft plans at school for your university supervisor to review.**

- ⇨ **Begin your planning with the "Teach Unit" date on this worksheet and then work backwards, determining your timeline based on due dates.**

- **Be aware of holidays, PD days, parent conferences, testing, etc.**

- **Shorter placements will need to tighten the time frame accordingly.**

| Date/s	Activity
_____	Brainstorm ideas and decide on a topic.
_____	Determine standards, indicators, and write objectives.
_____	Conduct informal assessments of students' prior knowledge. Begin unit draft including timeline. (4-5 weeks prior to teaching)
_____	Develop pre and post-tests (2-3 weeks prior to teaching the unit). Share all components with supervisors for feedback.
_____	Administer Pretest (minimum of 1 week prior to teaching the unit)
_____	Complete pretest graphs. Respond to the following narrative analysis questions: Section 5: a and b
_____	Write detailed lesson plans and finalize the unit. Assemble in a binder. This is due to your classroom and university supervisor <u>one week prior to teaching the unit.</u>
_____	Prepare the display area for day #1 of the unit (if applicable).
⇨ _____	Teach unit. Respond to the following narrative analysis questions: Section 1 a-f, section 2 a, section 3 a-e (if applicable), and section 4a.
_____	Administer the post-test.
_____	Graph data. Respond to the following narrative analysis questions: Section 5 c (if applicable), d and e.
_____	All requirements are due <u>one week after the end of the unit.</u>
_____	**Upload the final product to the student teaching website on or before the last day of the semester**.

How to Present the Standards and Objectives

Sample A

Content Objective: Students will identify nutrients and relate the importance to a healthy diet.

IN State Standard: Students will comprehend concepts related to health promotion and disease prevention
> **Standard 1** *Students develop knowledge of the relationship between health behaviors and health, the dimensions of health, the relationship between physical and emotional health, the basic structure and functions of body systems, the influence of external factors on health, health problems of children, ways to prevent injury and illness among children, and basic health terms and concepts.*
> **Indicator 4.1.5** Describe the basic structure and functions of the human body systems.

Interdisciplinary and Curricular Connections: Health and Art

How this objective will be assessed: Post-test, nutrient poster rubric, and final project

Sample B

Content Objective: Students will progress through the writing process to compose a biography about a Hispanic of Achievement.

IN State Standard
> Standard 4: Writing Process*: Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit and revise writing.*
> **State Indicator 5.4.3**
> Write informational pieces with multiple paragraphs that:
>   1. present important ideas or events in sequence or in chronological order.
>   2. provide details and transitions to link paragraphs
>   3. offer a concluding paragraph that summarizes important ideas and details.

IN State Standard
> **Standard 1:** *History Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800 with an emphasis on the American Revolution and the founding of the United States*.
> **State Indicators:**
> **5.1.9**   Evaluate the contributions of political and religious leaders in colonial America
> **5.1.13** Assess the influence of other countries, such as France, Spain, Russia, Germany, Poland, and the Netherlands, in the American Revolution; identify individuals from other countries who assisted the American cause.

Interdisciplinary and Curricular Connections: Language Arts and Social Studies

How this objective will be assessed: biographies evaluated with a rubric

Narratives Required for the LAMP Analysis

1. Unit Narratives
   a. List of content standards addressed in the unit
   b. List of ancillary standards addressed in the unit
   c. Brief narrative addressing how you accommodated students of different abilities
   d. Brief narrative explaining what authentic (real-life) critical thinking and/or problem-solving skills students are developing through your unit
   e. Brief narrative or bullets listing different instructional strategies used in the unit
   f. Brief narrative describing technologies/media integrated in the unit

2. Assessment Narratives
   a. Brief narrative explaining any accommodations you made for the differing needs of the students in your assessment

3. Project Narratives (if applicable)
   a. Brief narrative explaining how directions were presented to students
   b. Brief narrative explaining how the project relates to the standards in the unit
   c. Brief narrative explaining how the project accounts for differences in students
   d. Brief narrative explaining how the project connects/engages students in real-life applications of knowledge or skills acquired in the unit
   e. Brief narrative explaining what the criteria for the project was and how students were informed of the criteria

4. Project Rubric Narratives (if applicable)
   a. Brief narrative (cut and pasted from your Student Project and Rubric section) explaining what the criteria for the project was and how students were informed of the criteria

5. Evaluation of Student Learning Narratives
   a. Brief narrative explaining, based on the graph information, how students performed collectively and individually on the pretest.
   b. Brief narrative explaining what changes were made to the unit based on pretest data; if no changes were necessary, explain why not
   c. Brief narrative (if applicable) explaining, based on the project graph information, how students performed collectively and individually on the project. Include analysis of how the weighting and/or performance on the rubric elements may have affected the total score for the project.
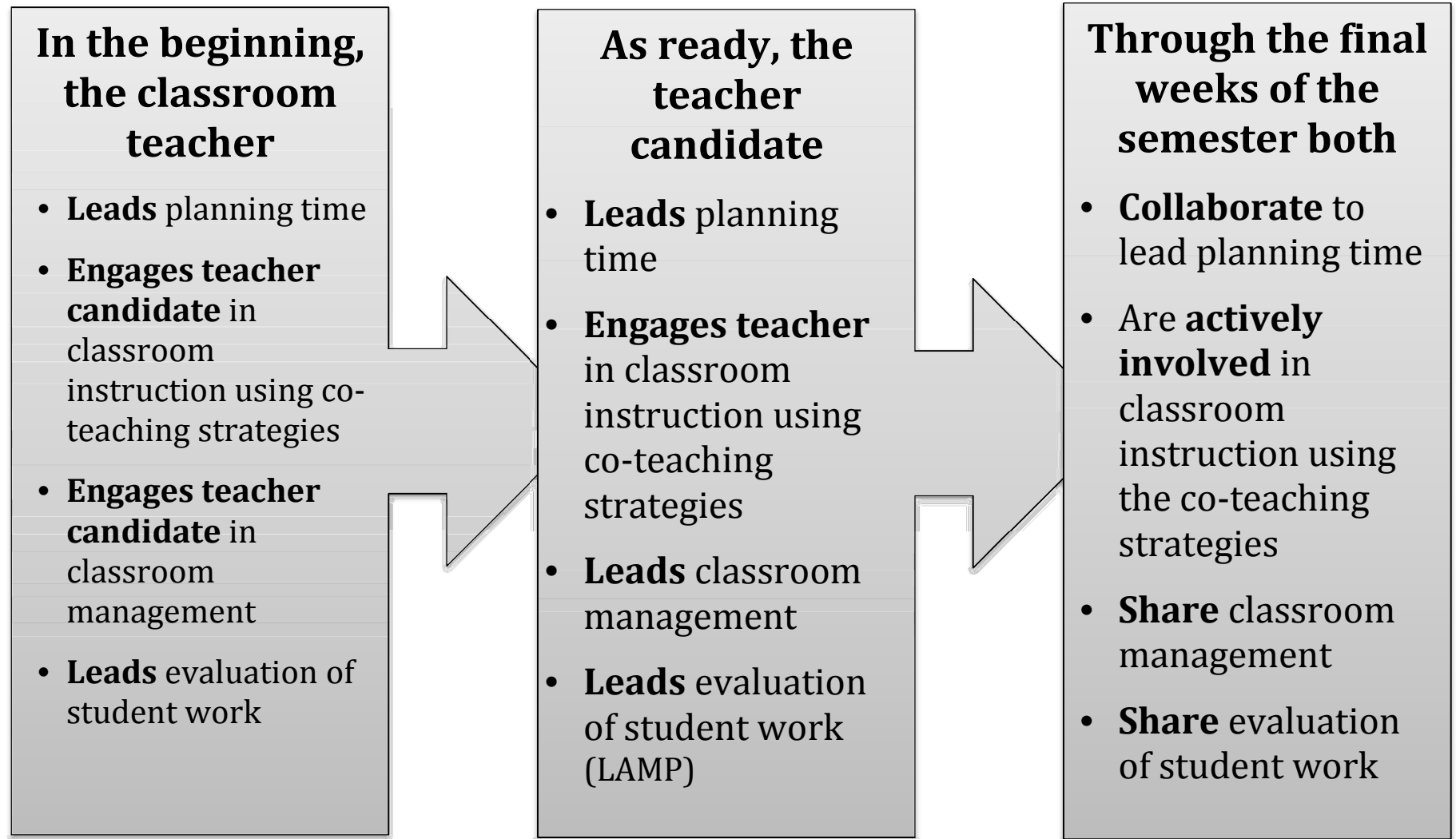   d. Brief narrative explaining, based on the graph information, how students performed collectively and individually on the post-test.
   e. Brief narrative explaining, based on graph and performance information, the strengths and weaknesses of instructional approaches used during the unit.

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 observes students for their understanding of instructions for the activity 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, works with small groups, or answers individual questions. ***Example***: While one teacher has the instructional lead, the person assisting is the "voice" for the students when they don't understand or are having difficulties. The teacher assisting may work with a small group to pre-teach or provide more support.
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 – which may include an independent station. ***Example***: One teacher leads a station where the students play a money math game and the other teacher has a mock store where the students purchase items and make change. The concept is broken into components or chunked for understanding.
Parallel Teaching	Each teacher instructs half the students. The two teachers address the **same instructional material** using the **same teaching strategy**. The greatest benefit to this approach is the reduction of student to teacher ratio. ***Example***: Both teachers lead a question and answer discussion on specific current events and the impact they have on our economy. Both teachers introduce an activity or skill to half of students, reducing the student/teacher ratio.
Supplemental Teaching	One teacher works with students at the 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 works with students who need reteaching of a concept while the other teacher works with the rest of the students on enriching or deepening the content and understanding.
Alternative Teaching	Each teacher provides a **different approach** to teaching the **same information**. The learning outcome is the same for all students while the avenue for getting there is different. Students can be intentionally grouped by learning style. ***Example***: One instructor leads a group in predicting by looking at the cover of a book and the illustrations. The other instructor accomplishes the same outcome, but in his/her group the students predict by connecting items pulled out of a bag to tell the story.
Team Teaching	Both teachers are actively involved in the lesson. **Well-planned**, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. 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 share the reading of a story or text so that the students are hearing two voices.

The strategies are not hierarchical –use in any order and/or combined to best meet the needs of the students in the classroom and the content of the lesson. Use strategies to maximize: student learning, student engagement, and teacher engagement.

Co-teaching through the Semester:
Evolving and Exchanging Lead Roles

In the beginning, the classroom teacher

- **Leads** planning time
- **Engages teacher candidate** in classroom instruction using co-teaching strategies
- **Engages teacher candidate** in classroom management
- **Leads** evaluation of student work

As ready, the teacher candidate

- **Leads** planning time
- **Engages teacher** in classroom instruction using co-teaching strategies
- **Leads** classroom management
- **Leads** evaluation of student work (LAMP)

Through the final weeks of the semester both

- **Collaborate** to lead planning time
- Are **actively involved** in classroom instruction using the co-teaching strategies
- **Share** classroom management
- **Share** evaluation of student work

Form **W-9**
(Rev. October 2007)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Give form to the requester. Do not send to the IRS.

Print or type
See Specific Instructions on page 2.

Name (as shown on your income tax return)

Business name, if different from above

Check appropriate box: ☐ Individual/Sole proprietor ☐ Corporation ☐ Partnership
☐ Limited liability company. Enter the tax classification (D=disregarded entity, C=corporation, P=partnership) ▶ _____
☐ Other (see instructions) ▶

☐ Exempt payee

Address (number, street, and apt. or suite no.)

Requester's name and address (optional)

City, state, and ZIP code

List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number

or

Employer identification number

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and

2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and

3. I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here
Signature of U.S. person ▶

Date ▶

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),

2. Certify that you are not subject to backup withholding, or

3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

● An individual who is a U.S. citizen or U.S. resident alien,

● A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,

● An estate (other than a foreign estate), or

● A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

The person who gives Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States is in the following cases:

● The U.S. owner of a disregarded entity and not the entity,

Cat. No. 10231X

Form **W-9** (Rev. 10-2007)