STUDENT TEACHING SYLLABUS
Fall 2026

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Office Hours: As Needed

1. Rationale:

The student teaching experience requires pre-service candidates to develop education competencies under the supervision of licensed, experienced teachers in cooperation with university supervisors within the program.

2. Course Objectives:

A. Students will be immersed in the school environment by being able to observe, teach, assist, and participate in all aspects of the school.
B. Students will analyze various effective instructional approaches and strategies to teaching and classroom management and put these approaches into effective practice.
C. Students will develop knowledge, skills, dispositions, and insights that are necessary to utilize as a teacher.
D. Students will learn about various resources that are available to them in the school and community and use them to enhance student learning.

3. Content:

The content of this course relates directly to the ongoing school curriculum and the student teacher's role in implementing the planning for, instruction for, and assessment of student learning in the classroom to which they are assigned. The student teacher should be immersed in the entire school environment as fully as possible. Observation, critique, and evaluation are provided by both the classroom mentor teacher and the university supervisor.

4. Co-Teaching:

Ball State supports a co-teaching model during student teaching in which the candidate works together with their mentor teacher as a team in teaching students. The benefits of this model are many. Student teachers will have the presence of an experienced teacher in the room. The classroom mentor teacher will be able to observe student teachers and give immediate feedback. And, most importantly, students will have two teaching professionals working with them. This model is presented at orientation and within the face-to-face/online workshops available to all student teachers and mentor teachers. Please note that candidates will be doing a considerable amount of solo teaching. However, this does not necessarily mean the mentor teacher will leave the classroom.

5. High-Impact Practices

Ball State University seeks to provide each undergraduate student a premier educational experience. As such, a strategic imperative, as defined by our strategic

plan, is that every student will complete at least one course that includes one of the following high-impact practices.

- Undergraduate Research
- Immersive Learning
- Study Abroad or Away
- Societal Issues or Global Challenge

6. Diversity Statement:
Ball State University aspires to be a university that attracts and retains a diverse faculty, staff and student body. We are committed to ensuring that all members of the campus community are welcome through our practice of valuing the various experiences and world views of those we serve. We promote a culture of respect and civil discourse as evident in our Beneficence Pledge.

For Bias Incident Response information, go to:
https://www.bsu.edu/campuslife/multicultural-center/bias-incident-reporting

7. Disability Statement:
If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. The Office of Disability Services coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

8. InTASC Standards:
The student teaching experience is assessed based on the candidate's ability to earn a Basic (B) or better on the following standards.

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

#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.

#3. Learning Environments
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.

#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 the discipline accessible and meaningful for learners to assure mastery of the content.

#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.

#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.

#7. Planning for Instruction

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

#8. Instructional Strategies

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

#9. Professional Learning and Ethical 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 others.

#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.

9. Attendance:

- Attendance is expected every day of the student teaching assignment.
- Student teachers must notify the school and their mentor teacher to report an absence before the start of the school day.
- Student teachers must also notify their university supervisor as soon as reasonably possible.

- Medical documentation for sick days will be required after the third absence.
- Student teachers with more than five (5) sick days as judged by the university supervisor and the mentor classroom teacher will be required to make up these days in consultation with the Director of OTES-CP.
- No more than two weeks or 10 school days can be missed without having to repeat the entire student teaching experience.
- You must write detailed lesson plans for a substitute whenever you are absent for illness. Even though your classroom supervisor will probably be teaching, the task of preparing for a substitute is one that will prepare you well for the future. (InTASC# 9)

10. Academic Dishonesty:
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 suitably 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.

11. Professional Behavior and Attire:
You are expected to conduct yourself in the role of a staff member in the building. Your 'job search' begins today! Dress and conduct yourself professionally! Your appearance sends a message about your professionalism! (INTASC #9). Exception: Special 'dress down' days at your school.

Also, under the Family Educational Rights and Privacy Act (FERPA), you must keep student information confidential. This includes discussing students in the teachers' lounge and in hallways. When in doubt, ask your university supervisor and/or mentor teacher if you can disclose student information of any kind.

12. Communication:
Communicate frequently with your university supervisor and mentor teacher. When issues arise that need guidance, they are your first line of support as you work toward a solution. Once your issue has been discussed with the supervisor and teacher, the next level of support comes from the Director of OTES-CP.

13. Assessments and Assignments:
- Weekly Goals and Reflective Journal– each week
- edTPA Portfolio (nationally scored)
- edTPA Checklist
- edTPA and Licensing Seminars
- University Supervisor Observation (x4)
- Mentor Teacher Benchmark Conference (x4)
- Final Summative InTASC

a. **Goals:** (Combined with Written Reflection) Goals are to be discussed with your university supervisor and may be amended as the weeks progress. Goals do not have to be submitted into a formal program, and both the structure and frequency are up to the supervisor.

b. **Reflection:** Reflection is a powerful tool and central to InTASC Standard #9. Ball State encourages all student teachers to take the necessary time to reflect. Each university supervisor will require you to reflect on your experiences. Reflections do not have to be submitted into a formal program, as both the structure and frequency are up to the supervisor. Your reflection is a tool for you to problem solve, question, and analyze your growth as a teacher.

c. **edTPA and Licensing Seminars:** As part of your preparation for the edTPA portfolio, and recent change of license testing vendors, Ball State finds it very important to best support you in these two areas. You will be required to attend both a series of edTPA seminars and one separate Licensing seminar set up through your supervisor within the semester. The edTPA seminars occur every week prior to the submission date of the portfolio.

d. **edTPA:** edTPA is a performance-based, subject-specific, support and assessment system for teacher candidates. Consistent with college and career readiness standards and the InTASC Standards, edTPA assesses teaching behaviors that focus on student learning. The multiple-measures system includes two primary components: (1) teaching-related performance tasks, embedded in clinical practice, that focus on planning, instruction, assessment, academic language, and analysis of teaching; and (2) a 3-5 day documented learning segment. edTPA is nationally scored, at a cost of $300.00 to the student teacher. Traditionally, teacher candidates complete this assessment throughout the first ten weeks of their student teaching placement. If you have completed and officially submitted, and passed edTPA within a previous practicum experience, you do not need to repeat it in student teaching. Your previous passed score will suffice for this assessment component. It is important to note that supervisors also frequently review your portfolio and complete edTPA interim checks to help you stay on track for submission.

e. **University Supervisor Observations**: University supervisors are to conduct a minimum of six visits during the academic semester. One visit takes place during the start of the semester, followed by four official observations, and a final visit to conclude the placement. It is the student teacher's responsibility to schedule observations and post-observation conferences with the University Supervisor during the assigned weeks.

f. **Mentor Teacher Benchmark Conferences**: Formal conferences with your mentor teacher will occur at least four times throughout the semester (more, if deemed necessary by your supervisor and/or mentor teacher). An important component of your growth as a professional throughout the semester will be the valuable feedback you receive from your mentor teacher. This should happen informally on a daily basis. Ask questions about your performance that can help improve your teaching. This feedback should inform your weekly goals. During the benchmark conferences, you will each come having reflected on and rated your competence in each of the InTASC Standards. You and your mentor teacher will each independently record these ratings AND evidence BEFORE the Benchmark Conference. During the conference, you will discuss these ratings and the evidence you have noted. Following the conference, your mentor teacher will officially record the ratings in Tk20, which is available to both the supervisor and you. Your supervisor may attend these conferences. It is your responsibility to ensure that the benchmark conferences occur. Try to get them on the schedule shortly after the semester begins. For those who have a split assignment, mentor teachers will complete two benchmarks per placement instead of four benchmarks.

g. **Final Summative Evaluation:** Your final InTASC competency levels in student teaching are determined by the above assessments. Student teaching is Credit/No Credit. In order to receive Credit, student teachers must receive a Basic or better on all ten InTASC standards. This final evaluation is determined by the university supervisor in conjunction with the mentor teacher.

- **Lesson Plans:**
  Students are required to write lesson plans for all lessons in a format agreed upon by the university supervisor and mentor teachers. Do not work on lesson plans, or other Ball State work, during instructional time.
  - Note- individual content areas will have different lesson plan formats and requirements. For example, Elementary Education has a different lesson plan format specific for edTPA. This does not mean that you will need to complete two separate lesson plans for the same material. Work with your mentor teacher and university supervisor to determine what is best given your requirements.

14. Final Grade:
The university faculty supervisor will collaborate with the mentor teacher(s) regarding the final grade in student teaching. A grade of Credit (CR) is reported when the student teacher receives a Basic (B) or better on all ten (10) InTASC standards described on page three (3).

A Basic (B) or better is determined by:

- Completion of each student teaching requirement in a particular program*
    - Requirements within the syllabus include:
        - The expected passing score on edTPA
        - An overall Basic (B) or better on the final university supervisor evaluation
        - An overall Basic (B) or better on the final mentor teacher benchmark evaluation

*It should be noted that individual programs may have specific content requirements, and each student teaching placement will look different.

Failure to complete each student teaching requirement at the appropriate level will result in a grade of No Credit (NC). Student teachers who do not receive Credit (CR) for the experience must follow the appeal procedures outlined during the student teaching orientation, if they wish to repeat the experience.
Upon completion of the Ball State requirements the university supervisor, with input from the mentor teacher, will determine the final ten (10) InTASC levels on the Final Summative Evaluation Assessment. In addition to individual university faculty supervisor established deadlines, **every piece of documentation (including potential revisions) from the student teacher is due on the Friday of finals. Every piece of documentation from the mentor teacher and university supervisor is due on the day that grades are due for the semester.**

Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
The student teacher does not appear to understand the concepts underlying the component. Work on the fundamental practices	The student teacher appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation, and	The student teacher clearly understands the concepts underlying the component and implements it well. This implementation is consistent	The student teacher has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and

associated with the element is required to enable growth in this area. Teacher certification will not be granted at this level.	experience (particularly supported by a mentor) may enable the teacher to become proficient in this area. The student teacher will need significant guidance and ongoing skill development to be successful in the classroom.	and effective. They demonstrate the likelihood of becoming an excellent teacher with experience and mentoring.	assuming considerable responsibility for their own learning. The student teacher has the potential to be an outstanding first-year teacher.

Split Eight (8) Week Placements:
The first eight-week mentor teacher will provide guidance based on the InTASC standards to the second eight-week mentor teacher. The first eight-week mentor teacher will also fill out at least two benchmark conferences. Should a student teacher receive an Unsatisfactory (U) on any InTASC standard during the first eight weeks, as determined by the university supervisor's observations or the mentor teacher's benchmark conferences, the unsatisfactory standard will serve as an immediate area for improvement within the second eight-week placement. The university supervisor will begin an informal improvement plan until such time as it is determined that a more formal plan is necessary, or sufficient improvement is noted.

Stamina and Enthusiasm:
This will be an exciting and exhausting semester. Eat well, sleep well, and take care of yourself. Student teaching is a full-time job! Spend time with positive people to keep your spirits high. Ask for help when you need it. Please let your supervisor know early of any problems or concerns you might have. Problems are always easier to take care of earlier rather than later.

General Responsibilities as a Student Teacher
- Follow the time schedule required of teachers in your building. Plan to arrive early or earlier and stay later than your mentor teacher. Tardiness is unacceptable!
- Learn to operate copy machines, AV equipment, projectors, Smartboards, tablets, computers, and other technology devices.
- Get acquainted with teacher resources in the building: the professional library, videos available, manipulatives, etc.
- Complete reports and forms for the school office on time. Deadlines are true deadlines and are important!
- Assist with grades and preparing student reports. Maintain a grade book.
- Assume hallway, lunchroom, bus, and playground duties.
- Attend staff or department level meetings, parent programs, and school sponsored events where teachers are regularly expected to attend.
- Attend case conferences and student support team meetings, if possible, whenever invited.

- Check your Ball State e-mail daily. You are responsible for all information that is sent by the university to your email.
- **Maintain CONFIDENTIALITY with your own personal life. You should set restrictions on any Facebook, X, Instagram, Tik-Tok, or other personal social media websites. Do NOT share personal information with students, including your cell phone number, and social media account information. A good guideline is not to have anything on your social media that your family, or potential employer should not see.**

The supervisor role is to facilitate an amazing experience for you and your mentor teacher. Please consider us a resource, advocate, and mentor.