BALL STATE UNIVERSITY

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

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BALL STATE UNIVERSITY practices equal opportunity in education and employment and is strongly and actively committed to diversity within its community.

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): Central hub of student teaching. Other field experiences (practicums) are also scheduled in this office. The office is on the ninth floor of Teachers College.

University Supervisor: University faculty member who supervises student teachers in the field.

Classroom Supervisor: Teacher who signs the contract to mentor a student teacher. The term "cooperating teacher" was commonly used in the past.

Interstate New Teacher Assessment and Support Consortium (INTASC): Standards that describe what every beginning education professional should know and be able to do. The standards include knowledge, disposition, and performance statements representing a deep level of understanding and performance. The Indiana Professional Standards Board adopted these standards in 1994 to guide licensing.

Developmental Portfolio: Ongoing portfolio kept by students during student teaching. It does not include materials collected during undergraduate classes. Details are included in the Portfolio Handbook.

Showcase Portfolio: Final portfolio prepared and presented by each student teacher near the end of the student teaching placement.

Digital Portfolio: Electronic version of final showcase portfolio.

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

Early Childhood: Programs encompassing infant through grade three (new licensing framework).

Secondary Level: Programs at the middle school and high school level.

Elementary Level: Programs serving grades kindergarten through six (new licensing framework).

Learning Assessment Model Project (LAMP): An organized unit of instruction designed to demonstrate student learning, show accountability for standards and help teacher candidates explore the teaching and learning process.

Mentor: One who guides and supports another. Classroom teachers are often referred to as mentor teachers. Each new university supervisor is also assigned an experienced university supervisor, as a mentor, for guidance and support.

Formative Evaluation: 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: Student who is completing degree requirements in more than one content area and both areas will appear on the first license. This commonly occurs in Health and Physical Education or Elementary 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 those states as well upon completion of a Ball State professional education program. Professional education programs are designed to meet the requirements of the Indiana Professional Standards Board (IPSB), which advises the Division of Professional Standards (DPS). Here are some of the major things you should understand about professional education programs:

Teaching Licenses

The DPS has developed the system for granting teaching licenses. The system is very different from the previous one. All Ball State professional education programs are designed to meet the new license framework.

License Programs at Ball State

Under the Rules 2002 license requirements, each higher education institution in Indiana must determine which teaching license programs it will offer. A description of the professional teaching license programs currently being offered at Ball State is found on the website for the DPS, www.doe.state.in.us/dps/

Standards

A primary feature of the new licensure system is that it is based on standards. 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 DPS website.

Performance Assessment

Higher education institutions that prepare teachers under the current licensure system are required to demonstrate that candidates have met the 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 online application, please visit https://pcats.doe.state.in.us/apps/psb/pcats/

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 Praxis I "Basic Skills Tests" (PPST) is required at the licensing cut-off scores established by the Indiana Professional Standards Board (IPSB).
- Successful completion of the Praxis II "Specialty Area Tests" is required at Decision Point 4.
- For graduation, successful completion of "Decision Points".

State of Indiana Requirements

- Proof of successful completion of a preparation program.
- Proof of successful completion of written examinations (Praxis I and II)
- Limited criminal history report from the Indiana State Police, dated no earlier than one year prior to the date the Board receives the application.
- Completed application form approved by IPSB.
- Cashier's check, certified check, or money order for the amount required.
- Directions for the online application process can be obtained in the OTES office.

Proficient Practitioner License

This renewable five-year license is issued to a teacher who has successfully completed a two-year induction program.

DPS Requirements

- Each teacher seeking a Proficient Practitioner License shall complete a portfolio assessment in the second induction year. The teacher must complete the portfolio as required by the board for the licensing area in which the teacher is teaching during the time designated by the rule.
- Except for an applicant in an extended induction program, an applicant for a Proficient Practitioner License must have completed either the portfolio or alternate assessment or have experience within five years of the effective date of the Initial License.

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.
- Non-refundable fee in the form of a cashier's check, certified check or money order, or by electronic payment if the board accepts fees electronically.

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.

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

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.
- Completed application in a format approved by the Board.
- Non-refundable fee in the form of a cashier's check, certified check or money order.

Framework for Teacher Licenses

The rules for obtaining teaching licenses are established by each state. Under new rules adopted by the Indiana Professional Standards Board (IPSB), 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 of a 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, elementary/primary, elementary/intermediate, middle school/junior high, or high school).

For example, the license for a mathematics teacher would look like this:

Content Area(s) qualified to Teach:	**School Setting(s) qualified to teach:**
Mathematics	Jr. High/Middle School
	High School

An elementary teacher's license would look like this:

Content Area(s) qualified to Teach:	**School Setting(s) qualified to teach:**
Early Childhood Generalist	Elementary Primary
Middle Childhood Generalist	Elementary Intermediate

A music teacher's license would look like this:

Content Area(s) qualified to Teach:	**School Setting(s) qualified to teach:**
Vocal and General Music	Preschool
	Elementary Primary
	Elementary Intermediate
	Junior High/Middle School
	High School

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

The Beginning Teacher Assessment Portfolio

As stated above in the new licensure framework, beginning teachers in Indiana will be evaluated on the state standards during their first two years of teaching. This process becomes more formalized during the second year of teaching. The beginning teacher must maintain a portfolio for assessment of teaching performance. Details regarding this portfolio are presented on the DPS website at www.doe.state.in.us/dps/.

STANDARDS FOR PROFESSIONAL EDUCATION

Under the new rules from the Indiana Professional Standards Board (IPSB) teachers are given licenses only when it has been demonstrated that they have met standards established by the IPSB. Ball State professional education programs are designed to help candidates meet the required standards and thus ensure they will be recommended for licenses when they complete their degree programs. The following are three basic sets of standards that candidates must meet.

The INTASC Standards

The Interstate New 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 ought to know and be able to do. The INTASC standards have been adopted by the IPSB as the foundational standards that all beginning teachers in Indiana must meet. These 10 standards form the foundation of all Ball State professional education programs. Each of the standards outlines the kinds of *knowledge, performanc*e, and *dispositions* expected of beginning teachers. (See Appendix for more information)

The IPSB Content Standards

The IPSB Content Standards have been developed by the Indiana Professional Standards Board (now the Division of Professional Standards of the Indiana Department of Education)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. Like INTASC, *knowledge, performanc*e, and *dispositions* about each specific content area are included. Incoming teacher education candidates are now required to obtain a copy of the standards for their chosen content area and to use them as a guide throughout their program.

The IPSB Developmental Standards

In addition to requiring knowledge about their content fields, the IPSB requires that teachers have a deep understanding of, and ability to work with, the students they will be teaching. The IPSB 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, middle childhood, early adolescence, and adolescent/young adult levels. Incoming teacher education candidates are required to obtain a copy of the standards for the developmental levels they will be licensed to teach and to use them as a guide throughout their program.

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 the new license 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 are able to do the things that are specified in the standards. 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 will require a specific grade (usually C or better) in order to advance in the program.

Standardized Tests

Acceptable scores on two nationally standardized tests – one dealing with basic skills in reading, writing, and mathematics, and one dealing with knowledge of the chosen content field - will be required.

Performance Artifacts

Instructors require students to complete performance tasks and produce artifacts of various kinds that demonstrate acceptable performance on the IPSB Content and Developmental Standards. Performance artifacts may take the form of

- classroom performance by the candidate;
- either live or videotaped 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 and IPSB standards. Candidates will prepare an electronic portfolio with specific artifacts 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 *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 – http://www.bsu.edu/edpsych/article/0,,29494--,00.html

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 engaged educational experts who are sensitive and responsive to the contextual 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 14 elementary schools, 6 secondary schools, 2 early childhood programs, and 1 private school in 8 school corporations throughout Indiana (See Appendix for more information). In addition, Minnetrista Cultural Center/Oakhurst Gardens have partnered with BSU. Our network continues to grow with new partnerships.

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 classroom supervisors 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

Classroom supervisors often ask how much 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
MATHS 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)

EDSEC 150:	10 hours observation in the field
EDMUL 205:	20 hours of work in the field, primarily at the Boys and Girls Club
EDSEC 380/580:	1-2 hours per day in a high school classroom in the content area
EDSEC 385/585:	1-2 hours per day in a middle school classroom in the content area
Library/Media Students:	30 hours in a library media center

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, at the request of the schools, completes a Zachary's Law clearance on every student being placed in a school. 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 Limited Criminal History 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 in which they teach to present the original copy of the Limited Criminal History report to either the main office of the school corporation or to the principal of the school. Should the student teacher have two placements in different school systems, the student will need to have the first school corporation make a copy of the Limited Criminal History report, and then take the original to the second school corporation. The recipient of the form differs in the various school corporations, so it is the student teacher's responsibility to submit this information to the appropriate office. A copy of the Limited Criminal History report must also be shown to the university supervisor for verification during the opening day seminar. (See Appendix for more information)

NO STUDENT TEACHER WILL BE PERMITTED TO START STUDENT TEACHING WITHOUT PROOF OF OBTAINING THE LIMITED CRIMINAL HISTORY REPORT. IF THE STUDENT TEACHER DOES NOT HAVE AN UP-TO-DATE REPORT ON ORIENTATION DAY, THAT STUDENT MUST DRIVE TO INDIANAPOLIS THAT AFTERNOON OR THE NEXT MORNING TO OBTAIN A REPORT PRIOR TO STUDENT TEACHING.

The Limited Criminal History report for student teaching must be completed no more than 120 days prior to the beginning of the student teaching assignment. **Limited Criminal History forms (#8053) will be sent to students approximately 120 days prior to beginning of student teaching.** Reports can be obtained in advance:

By Mail: Complete State Form #8053
Mail form #8053 and a money order (presently $7.00) payable to the State of Indiana and a self-addressed, stamped envelope to:

Indiana State Police, Central Repository
100 North Senate Ave., Room N 302
Indianapolis, IN 46204-2259
Phone: 317-232-8266

In Person: A student may handle the above personally with a current I.D. at the above address. This is the fastest way to obtain the report.

On-line Procedure: Limited Criminal History reports may be downloaded from the Internet at http://www.in.gov/isp/
The on-line cost is currently $16.32 and payable by credit card.

Background checks may take up to 4-6 weeks by mail. Again, these checks are only VALID for 120 days prior to the beginning of the student teaching placement.

Note: Please see Appendix for list of schools that have additional requirements

Pre-Requisites and Requirements for Admittance to Student Teaching

Elementary education, special education, library and media services majors must have an overall GPA of 2.5 or above. This applies to students who entered the university in the fall of 1990 or later.

Teaching majors pursuing a teaching program in a department outside of Teachers College must meet the following GPA requirements:

- an overall GPA of 2.5 or above
- a GPA of 2.5 or above in each teaching major, minor, and endorsement and in primary and supporting areas

The student will consult the DAPR or the Office of Teacher Education Services.
The student must meet submission requirements mentioned above as well as these additional requirements for admission to student teaching:

- earned a minimum of 93 hours.
- earned at least a "C" or better in EDEL 360/361 (old program) or EDEL 300/301 and 350/351 (new program) or EDSEC 380 and EDJHM 385 (or graduate level equivalent), and in any prerequisite methods courses.
- completed the educational technologies competency requirement.
- maintained clearance from the Office of Student Affairs.
- completed the university writing competency requirements.
- satisfied approved departmental knowledge, performance, and disposition assessment criteria relative to Indiana standards.
- passage of Praxis I tests.

Should the student not meet eligibility requirements during the first submission time in October, the student is to notify the Office of Teacher Education Services for the dates for late submission. In January, eligible re-submit applicants will be accepted for both fall and spring of the next academic year. 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. 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 on-line application. Although this application is sent to the Office of Teacher Education Services, it provides information about the student to superintendents, potential supervising 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 proof applications. They will be sent as submitted.

Each application packet 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, three county choices for placement and the philosophy of education). This is the form that school districts will be receiving. The OTES staff makes NO 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 the OTES website at www.bsu/teachers/units/OTES.html. Placements are updated weekly.

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. With this confirmation, the student teacher also receives two school visitation forms. 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)

A letter is sent several weeks prior to student teaching to all student teachers. In this letter 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. Price information is also included.

Placement of Student Teachers

People often ask how many student teachers on average does OTES place a year. Approximately 700 to 800 student teachers are placed during the year. As some students have more than one placement, this equates to approximately 1100 placements a year.

The OTES office generally has 50 to 55 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 Music and the Department of Physical Education advise OTES as to number of faculty who will be assigned student teaching loads. The university supervisory team also includes a cadre of part-time university supervisors.

These 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 PDS network.

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 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 supervising teacher. At the secondary level, the principal or designee will send the request to the department chair in the student's content area.

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. We have difficulty placing students who have GPAs of 2.5 to 2.8.

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: a) the student teacher, b) the supervising teacher, c) the principal and the d) university (the 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 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 supervising 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, supervising 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.

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 expected that the university supervisor will visit every two weeks or more often if there is a problem.

The university supervisor assists and supports the classroom supervisor 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 Principles 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 six (6) to sixteen (16) weeks. The university supervisor works closely with the Director of Educational Field Experiences 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)

- Participate in orientation for new university supervisors.
- Participate in a full-day workshop conducted for classroom supervisors.
- Attend seminars for university supervisors as scheduled by the Director of Teacher Education Services.
- First time supervisors should attend the general sessions for all student teachers in the morning.
- Review the 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.
- Observe students approximately every other week or half the number of weeks in the placement (i.e., 16 week placement = 8 visits).
- 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 one of the two (triple carbon) observation forms available. Leave a copy with the classroom supervisor and the student teacher.
- Work with the supervising 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 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 supervising 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 new 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. Summative Student Teaching Profile, (available online)
    b. Supervisor's log of visits
    c. Pre-visitation form (yellow) of initial classroom observations prior to student teaching.
    d. LAMP rubric evaluation (online)

2. Your Travel Worksheet with totals completed (submitted electronically).

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 Summative Student Teaching Profile and your supervisor's log.

NOTE: Supervisors please note the change in due dates for final paperwork. ALL paperwork listed above must be submitted on the day grades are due each semester.

CLASSROOM SUPERVISORS: Training and Expectations

Training Provided for Classroom Supervisors

Ball State University Teachers College and the OTES presentation team offer supervising teachers summer and fall opportunities to attend 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 brochures describing the workshops, locations and times are sent to all supervising 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 Indiana Professional Standards Board (IPSB)
- Overview of the standards and rubrics for student teachers
- Practice using the evaluation instrument for familiarity
- Overview of the models of collaborative teaching
- Opportunities to share ideas with other classroom supervisors

Should the supervising teacher not be able to attend a workshop, 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 Collaborative Model: Co-Teaching Models and Expectations

(Refer to Summer Training Binder for more information)

Ball State University Teachers College has adopted the Collaborative Model for the student teaching experience. Co-teaching is defined as a student teacher and a supervising 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 serves the student teacher well, but it does not always take advantage of having an additional adult in the classroom.

An hourglass graphic on page 16 in the *Evaluation of Student Teachers Guidebook* provides a visualization of the Collaborative Model. In this model, the classroom teacher models during the first few weeks, while the student assists or perhaps can present portions of the lesson with the teacher remaining primarily responsible for instruction. With an "emerging professional" (the student teacher) and a professional (the classroom teacher) in the room there is opportunity for the supervising teacher and the student teacher to work with small groups who need special help. For certain activities, the class might be divided between the two adults to reduce the pupil-teacher ratio.

As the semester progresses, the supervising teacher and the student teacher will move into a team-teaching model and the student teacher will accept more responsibility. As the semester continues, the student teacher will become the lead teacher with the teacher remaining in the room observing, assisting and advising. With co-teaching, the amount of time the student teacher is left totally alone is reduced so that the supervising 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 benefits of the Collaborative Model include:

- extra "professional hands" 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

As a university supervisor you have received information regarding some approaches to co-teaching. If the classroom supervisor 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 Collaborative 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 supervising teacher and the student teacher to work together, thus providing more opportunities to meet the needs of all students.

A suggested timeline of teaching responsibilities is and should be provided to all student teachers and supervising teachers. (See Appendix for more information)

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 --- note that there is a new lesson plan format --- plans for all core subjects. Elementary students will follow the format provided through the OTES office (See Appendix for more information). Secondary students are to follow any format used in methods classes for their discipline. Students 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 2): "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 3 and 5): "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 classroom supervisors.

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 classroom supervisor and the university supervisor. This is a change from past practices. If a classroom supervisor is to evaluate a student's ability to reflect, they must read the journal. Student teachers should make their reflective journal readily available to both their supervising 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.

Videotaping (INTASC 9)
Videotaping is an invaluable tool for self-reflection. A form for self-analysis is included in the evaluation guidebook and the portfolio handbook. Students should videotape themselves teaching classes early in the placement as well as later to observe growth. Supervisors may set specific requirements. It is suggested that students watch the video 2-3 times to examine various aspects of the lesson before completing the video analysis.

> Permission for Videotaping: Many schools have privacy policies in place for videotaping 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 videotaping 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 Developmental 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 developmental 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 placements. 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, 6, 7, 8)
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 principles 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.

Please see LAMP Syllabus in the Appendix for specific information.

Helpful hints for university supervisors:

a. Be specific in your requirements; follow the syllabus for the thematic unit.
b. Suggest that student teachers not 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 classroom supervisor 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 digital portfolio and also on the student teaching website. 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.

Digital Portfolio – This is required, not optional!

- Ways to get portfolio support include:
  - Walk-in to TC 709 (hours posted on website)
  - iChat: Add **portfoliosupport** to your buddy list
  - Phone: 765-285-4195
  - Email: portfolio@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. 20 artifacts and reflective analysis for each
  b. LAMP unit

NOTE: The showcase portfolio components listed on p.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 classroom supervisors. One copy of the syllabus must be sent to OTES at the beginning of the semester.

The syllabus is considered a legally binding contract between you and your students. University supervisors must 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 classroom supervisor before the start of the school day. <u>You must also notify your university supervisor.</u> Students with excessive absences, as judged by your university supervisor and your classroom supervisor, will be required to make up these days at the end of the placement. Documentation for absences of more than three days will be required. Please note that student teachers are to follow the school calendar, 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.
   - 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 student is not present.
   - It is wise to double check absences with the classroom supervisor. Students often choose not to inform their university supervisor.
   - Absences before/after vacations should be suspect.
   - Classroom supervisors 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 classroom supervisor) with your permission, the classroom supervisor'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 classroom supervisor.
   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 classroom supervisor 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 Developmental Portfolio regularly.
f. Showcase portfolio 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 principles. 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 principles on the Summative evaluation will not 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 Educational Field Experiences as soon as possible. If an auxiliary aid or service, academic adjustment or other accommodation is to be requested, contact must be made with the Office of Disabled Student Development (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. 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 NCATE.

8. All student teachers will create and teach a 10 day 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.

Required Texts

Student teachers receive a letter prior to the orientation meeting instructing them to purchase student teaching texts at the Barnes and Noble Ball State University Bookstore. 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 classroom supervisor, for each placement.

When they change placements, they will need new copies of the evaluation guidebook for themselves and for their new teacher.

Some examples would be:

- A kindergarten and a primary placement: four evaluation guidebooks and one portfolio handbook.
- Two special education placements: four evaluation guidebooks and one portfolio handbook.
- A secondary or dual major placement with two classroom supervisors: three evaluation guidebooks and one portfolio handbook.
- Physical education majors need three evaluation guidebooks and one portfolio handbook.

Please remind student teachers that it is illegal to duplicate these copyrighted materials.

Timeline of Semester Activities

This rubric timeline depicts the responsibilities of all the participants during the student teaching experience. The classroom supervisor, university supervisor, and student teacher each have a role to play and expectations to fulfill. While the accompanying graphic shows the sequence for a 16-week placement, shorter placements will follow the same sequence with an adjusted time frame. Students receive this graphic in their packet at orientation, but university supervisors should obtain copies from OTES for classroom supervisors. (See Appendix for more information)

As you view the graphic, note that the majority of the responsibilities fall on the student teacher. Activities to be completed include: keeping a developmental portfolio, establishing and evaluating weekly goals, completing and analyzing videotapes, participating in benchmark conferences (formative and summative) and developing a showcase portfolio.

The classroom supervisor will guide and model appropriate teaching behaviors, provide written feedback throughout the semester, conduct the appropriate number of benchmark conferences, participate in the showcase portfolio 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 classroom supervisor 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. There is no longer 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:

- Classroom supervisor's daily observations and conversations with the student teacher.
- University supervisor's observations and conversations with the student teacher and the classroom supervisor.
- Satisfactory completion of all student teaching requirements.
- Benchmark conferences with the classroom supervisor 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. Two different forms for these observations are available at OTES (See Appendix for more information). These forms are provided in triplicate so that a copy may be left for the student teacher and the classroom supervisor. Supervisors may use any of the forms as long as written documentation is provided. 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 classroom supervisor 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 Portfolio Presentation: (refer to the portfolio handbook)

The showcase portfolio presentation provides student teachers with the opportunity to demonstrate their successful implementation of the INTASC principles (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 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 classroom supervisor 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 PowerPoint 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 PowerPoint presentation in place of the website.

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

Most student teachers procrastinate in preparing the developmental and showcase portfolios. 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 Portfolio.
- 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 principles. This information will be recorded on the Summative Student Teaching Profile. (See Appendix for more information)

Meet with the classroom supervisor 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 principle 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 portfolio 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 portfolio presentation.

- To determine the final level of competence for each INTASC principle, 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 principle 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 classroom supervisor and the university supervisor, the university supervisor is responsible for the final decision. Remember that plus (+) and minus (-) markings are discouraged on the summative profile.
- See appendix for handout "How Are Final INTASC levels determined?"

- The classroom supervisor 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 early in the placement. Information required to complete this section can be found on the Department of Education website under K-12 School data. You will want to review this section to make sure that it is completed.

- INTASC Assessment: This is completed online by the university supervisor. Submit the level of competence for each INTASC principle. The date given should be the last official day for the student teacher.

- Summative Narrative: This is the narrative to be completed by the classroom supervisor. 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. This is a request from the Teachers College licensure office. 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. They are not as 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 classroom supervisor, the two teachers may choose to collaborate and write one narrative together or possibly write two separate narratives. In most cases, a student teacher is given one summative profile compiled by both teachers.

- Multiple Placements: (8 weeks/8 weeks)

When a university supervisor works with a student teacher in two different placements, each classroom supervisor will complete a summative profile. The student teacher may or may not present two separate showcase portfolio 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 portfolio 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 Principles 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). A reminder letter is also mailed just 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 alphabetically) from 8:30 A.M. – 11:45 A.M. in the Student Center. Speakers will present information from Health Education (blood-borne pathogens training), Career Services and Educational Licensing and Educational Resources University Libraries. Students will also hear from the Director of Student Teaching and several faculty members. Topics covered will include: The INTASC principles, 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. New university supervisors are expected to attend if schedules permit.

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 are to meet with their assigned university supervisor 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 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 day on campus 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 principle #9 – Professionalism. Please advise OTES staff of those students who missed your seminar and the reason for their absence. In addition, if you find that they are not student teaching for some reason, the office staff needs to know immediately so that loads can be adjusted. The only exception in the attendance policy would be the student teacher who is already on site and has started student teaching in accordance with the school calendar (year long schools) and the school requests that they remain on site. Most of these students, however, will make arrangements to be a part of the orientation.

Pre-visitation 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 to submit at the end of the semester.

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 (yellow): 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:

- Limited Criminal History reports: Student teachers must have these reports prior to student teaching. They should show you a copy and then give it to the school principal or other appropriate school officer. The information is only good for 120 days. If a student teacher fails to produce a form (or has an outdated form), he/she must take time that evening or the next morning to get the Limited Criminal History report in Indianapolis. 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 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 classroom supervisors:

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.

Forms to give students at the orientation day meeting:

- Weekly schedule (one sample copy)
- Lesson plan samples. Note that elementary education has a specific form for students. Secondary students are to use a format they used in their methods classes.
- Directory card
- "Student Teaching Timelines"
- Your syllabus (a copy must be on file in OTES each semester)
- Withdrawal/termination policies and the policy for appeals (orange/yellow)
- Format for Thematic Teaching Unit (LAMP)
- Optional handouts:
  "Student Teacher Checklist"
  "Classroom and School Procedures"
- LAMP Syllabus
- Graphing LAMP Data
- Semester Planning Guide (8 or 16 week format)
- "Quick Reference Guide" for INTASC
- "Dual Majors" (as needed)
- "Participation in University and other activities"

Forms to be provided to the classroom supervisor:

Most university supervisors create a folder for the classroom supervisor 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.

The classroom teacher folder should contain:

- 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.

Forms for teachers who did NOT attend a training workshop:

- "Helpful Hints for the Supervising Teacher" *, revised version
- "Co-Teaching: A Different Approach for Cooperating Teachers and Student Teachers" *
- "Student Teaching Timelines" *
- "Prompts for Effective Conferencing" *
- Two sample classroom observation forms * (not the carbon version)
  "Student Teaching Classroom Observation or Conference Report"
  "Evaluating a Single Teaching Experience"
- Prompts for Effective Coaching
- Dear Supervising Teacher – a letter with instructions for online Summative
- "Preparation for the Completion of a Student Teaching Placement"
- "Lesson Plan Steps"
- Substitute Teaching Policy letter
- "Quick Reference Guide for INTASC"
- Semester Planning Guide
- Policy and Procedures Related to Termination…
- "Suggestions for Supervising Teachers"
- "Dual Majors" (if applicable)
- "Samples of Supportive Documentation"

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. It is wise to make this a scheduled visit. Contact the teacher to determine a good 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, classroom supervisor, 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 provides permanent name badges for university supervisors.
- Check to see that the student teacher has submitted a copy of the Limited Criminal History report to the school office or other appropriate school officer.
- Provide information including a student teaching syllabus and other instructions to the classroom supervisor. Be sure that the teacher knows how to contact you.
- Make sure that the *Evaluation of Student Teachers Guidebook* has been given to the classroom supervisor by your student teacher.
- Ask if the supervising teacher has attended a BSU teacher-training seminar 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 classroom supervisor did not attend a BSU teacher training session, 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.
- Provide any other forms (listed previously) that a teacher may not have received if they did not attend a teacher training workshop.
- Review the "Student Teaching Timelines" form.
- Ask the classroom supervisor 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 classroom supervisor(s) and the student teacher, 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 supervising 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) classes to be taught. Student teacher's will gradually assume the full schedule of the classroom supervisor.
- 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 classroom supervisor 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 supervising 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.
- A timeline indicating when the student teacher will assume lead planning and teaching responsibilities for each course on the schedule. 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! Please refer to "Student Teaching Timelines" in the appendix.
- 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 classroom supervisor 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 classroom supervisor 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 supervising 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. It is important that the supervisor observes the student teacher doing a significant amount of actual teaching 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 a 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 developmental portfolio and artifacts.
- Check on the progress of all requirements: videotape analysis, journal, observations, weekly goals, LAMP, lesson plans, etc.
- Observe a minimum of one teaching lesson and provide written feedback.
- Review the evaluation guidebook comments from both the classroom supervisor 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 classroom supervisor 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 Phi Delta Kappa. 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 do 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, useful information about their teaching. Sometimes student teachers simply are not aware of 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 classroom supervisor 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 classroom supervisor 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. They have difficulty processing too much information in one conversation. 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

In the fall of 2006, University Supervisors collaborated to create a "Strategies for University Supervisor's". You will find many helpful hints in this booklet available in the OTES office.

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 field 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 classroom supervisor'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.**
- Suggest that Jeff spend time interacting with students outside of the classroom, perhaps by taking lunch or recess duty.
- Videotape a class and view the tape with Jeff so he can see for himself how he has distanced himself from his students.
- Ask the classroom supervisor 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.**
- 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 be planning 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 "playing" her. She vacillates between trying to be their friend and taking a hard line on discipline.*

- **Document. Document. Document.**
- 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.
- Videotape 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 principles, 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 principle.*

- **Document. Document. Document.**
- Write down expectations for his participation in school activities. Identify consequences for not participating.
- Point to INTASC principles #9 and #10 and ask him to write a professional development plan for how he intends to develop proficiency in these areas.
- Be frank. Tell Tony that achieving proficiency in the INTASC principles isn't ticking items off a list, but rather requires demonstrating a teaching lifestyle that reflects what the INTASC principles 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 as such is 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 student teaching in 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 Teachers College 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 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 OTES staff following the orientation. 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 principles 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 classroom supervisor/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 principles. 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 classroom supervisor to review the plan. The student should sign the plan and receive a copy.

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. A sample plan is included in the appendix.

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 Ombudsperson office (765-285-1545) to officially withdraw. Appropriate paperwork will then be sent to OTES. It is critical that student teachers follow these procedures immediately.
See Appendix for a sample plan.

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 <u>not</u> required and the students receive a "WF" whether they withdraw on their own or are asked to leave by the university.

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 classroom supervisors.

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 classroom supervisors to complete the online evaluation of the university supervisor in rGrade.
- Assist classroom 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 digital portfolio URL
  2. Submitted the LAMP documents
  3. Completed page one (demographics information) of the Summative Student Teaching Profile
- Submit a LAMP rubric evaluation for each student

Travel Worksheet

University supervisors are to submit the Excel Travel Worksheet electronically on or before the day grades are due. The visitations listed on the travel worksheet must correlate with the information submitted on your supervisor's log. Miles and total monetary amounts for each line on the form should be accurate. Please do not calculate a running total each day of your mileage (See Appendix for additional information)

Should your travel worksheet be difficult to follow or read, you may be asked to redo the form. This process may delay your reimbursement. 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 classroom supervisor 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 supervising 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 #915. 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 supervising 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 Classroom Supervisors

Once OTES receives a signed contract from a school district, the following materials are sent to the classroom supervisor: (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 summer workshops, if they are a first time classroom supervisor.

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 Classroom Supervisors". **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 Teachers College. Along with the director there are four full time staff members and various student assistants. 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.

Office Coordinator

- Primary receptionist, secretary to OTES Director, primary phone contact for the office
- Calculates inconvenience pay for university supervisors, calculates and verifies all mileage and travel reimbursements, verifies supervisor's visits to student teachers.
- Coordinates orientation day activities
- Handles Participation element of Early Field Experiences (prior to student teaching)
- Assists clients (university supervisors, classroom supervisors, students, principals, etc.) with any questions concerning OTES.
- Reserves and assigns campus meeting rooms for supervisors
- Coordinates summer workshops for classroom supervisors
- 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
- Coordinates the interviewing process of student teachers prior to placements
- 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 classroom supervisors and sending information to the accounting/payroll departments

License Coordinator

- Screen, 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 Indiana Professional Standards Board.
- 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 Praxis test score data files on the IBM 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; order registration booklets and supplements for distribution to student; advise students of correct tests to take, when tests are available, and where to get help

- Compose and send letters to individuals regarding deficiencies in license applications or evaluations; principals and personnel departments regarding pending license certification; to individuals making inquiries by e-mail or ASKBSU
- Process/verify that graduate licensure students are eligible for student teaching; notify student teaching and student of eligibility; check PPST 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 file system and card catalogue 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 Director for:	Problems related to student teachers in the field
	Concerns related to classroom supervisors 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 Dr. Miller.

Contact Office Coordinator for questions regarding:
Course assignments for student teachers
Mileage and travel reimbursements
Assignment of rooms for orientation or end of semester seminars
Summer workshops for classroom supervisors
Handouts needed
Packets of material at beginning and end of semester
Process for student withdrawal and ombudsperson office
Participation contacts
End of semester paperwork

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

Contact License Coordinator for questions regarding:
Evaluations of University Supervisors
Early field observations
Licensures

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
- Travel Worksheet
- "Co-Teaching: A Different Approach for Cooperating Teachers and Student Teachers"
- W-9 Forms for Classroom Supervisors' 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 Supervising Teacher (revised)
- Preparations for the Completion of a Student Teaching Placement
- LAMP Syllabus – LAMP
- Quick Reference Guide to the INTASC Principles
- Prompts for Effective Conferencing
- Dual Major Requirements
- Instructions for online summative
- Prompts for effective coaching
- Sample Supportive Coaching
- Graphic LAMP Data
- Demographic Page
- Participation in outside activates
- Semester Planning Guide
- Final INTASC Levels
- Student Teaching Syllabus
- Suggestions for Supervising Teachers

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 classroom supervisor to use in their absence. Although the classroom supervisor 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 principles 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)

   * OTES may have sample videos of two showcase portfolio presentations completed during the pilot study. Call Office Coordinator to reserve a copy to use at a 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 the Office of Disabled Student Development. 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 classroom supervisor 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 classroom supervisor. The student teacher will submit the following to the designated music education faculty member (by a pre-determined date):

a. Videotape 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 videotape 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 classroom supervisor. 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 Classroom Supervisors

Ball State University just recently raised the honorarium for classroom supervisors. The pay is among the highest in the state at this time. Base pay for classroom supervisors is $15.00 per week of student teaching. i.e. 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 classroom supervisor/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 classroom supervisors, 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 classroom supervisors 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.

Legal Issues

Inappropriate Relationships

Student teachers will be made aware of the importance of appropriate relationships in working with both elementary and secondary 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 classroom supervisor still have ample planning time. The student teacher will also be expected to complete a 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.

Student Teachers as Substitute Teachers

Teachers College 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 would NOT be paid for this and could only serve as a substitute for their supervising teacher. A few exceptions to these guidelines may exist at professional development schools. A one page explanation of this policy is available in the OTES office.

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.

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 supervising 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.

Parking for Off Campus Supervisors

(Go to http://www.bsu.edu/map/media/pdf/visitormap.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.

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)

Association of Teacher Educators: Membership Application **

Cathy's Top Ten List*

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

Confirmation of Student Teaching **

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

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

Five-Day Improvement / Termination Plan

Helpful Hints for the Supervising Teacher*

INTASC Principles for Teacher Education in Indiana (Quick Reference Guide)*

Lesson Plan Steps: elementary level (revised summer 2003)

License Information/ Directions for completion

Limited Criminal History/Request form (revised 03/03) and Report form

Observation Option A: "Evaluating a Single Teaching Experience" *

Observation/Conference Option B: "Student Teaching Classroom Observation or Conference Report"*

Orientation Letter to Students

Participation in University and Other Activities

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

Portfolio Support

Preparations for the Completion of a Student Teaching Placement

Pre-Student Visitation Form

Professional Development Schools

Prompts for Effective Conferencing * (replaces Reflective Analysis Questions)

Six Principles of Effective Conferencing* (revised as of 7/03)

Student Teacher's Checklist

Student Teaching Timelines *

Summative Student Teaching Profile* (See "Evaluation of Student Teachers Guidebook)

Supervisor's Log – Student Teaching Contacts

Supervisor's Log: Sample A (Elementary)

Supervisor's Log: Sample B (Secondary)

Syllabus

Travel Worksheet Sample (worksheet will be emailed to you)

Verification of Blood-borne Pathogens Training

W-9, Request for Taxpayer Identification Number and Certification

Web addresses for additional student information

Weekly Schedule: option A and option B

Welcome Letter to Classroom Supervisor **

* Handouts given to classroom supervisors who attend a training sponsored by OTES.

** Materials mailed to classroom supervisors upon acceptance of a student teacher