

# **CLINICAL EXPERIENCES HANDBOOK**

## **School of Education**

### **Teacher Education Programs**

**Effective: August 1, 2023**

## **SECTION I**

### ***Overview***

#### **Definition of Clinical Experiences**

Clinical experiences allow candidates to apply knowledge and skills gained in courses to practical experiences in classrooms. The experiences begin with experiences of smaller duration and more limited scope and culminate with full day, full time teaching where the candidate assumes responsibility for all aspects of the curriculum.

#### **Definition of Field Experience**

Candidates have a field experience which links to their content methods course(s). This experience allows candidates to practice writing, implementing, and assessing lesson plans in one or more content areas for groups of children/adolescents and individuals within each group.

#### **Definition of Student Teaching**

Student teaching is defined as a full day, full time, school-based experience that is supervised by both a certified experienced teacher and a University Supervisor. The primary objective of student teaching is to provide the candidate the opportunity for acquisition and demonstration of instructional competence. The student teaching experience has been carefully designed to be as realistic and as intensive as actual teaching. This involves placing candidates in schools with carefully selected and qualified Cooperating Teachers. Supervision is regarded as absolutely essential and is a mutual responsibility of the Cooperating Teacher and the University Supervisor, who are proven successful classroom teachers. While all candidates should assume full class responsibilities, the extent and length of actual student teacher involvement rests upon the mutual agreement of the candidate, the Cooperating Teacher, and the University Supervisor, who make up the Student Teaching triad.

The basic role of the triad members is to work as a team through constant communication to support, enhance, and prepare the student teacher to become a reflective professional. Each member has a specific set of responsibilities outlined in this handbook.

## **University Personnel and their Responsibilities**

### *Field Experience Coordinator*

Natalie Brewer is the Field Experience Coordinator who will process all field experience and student teaching placement requests, communicate regarding placements with school districts, and will be responsible for sending & receiving contracts from cooperating teachers as well as mileage log information from university supervisors.

### *Academic Advisor and Director of Licensing*

Mr. Jim Beard is responsible for advising candidates in various teacher education programs. He also assists students in obtaining their initial teaching licensing and may help with future licenses. He will review all student teaching applications and be sure the candidate has completed all of their program requirements.

### *Director of Student Teaching*

Mrs. Teri Hogg is a faculty member who is responsible for the academic components of the student teaching experience. She will determine the timing and content of the seminars; coordinate communication between student teachers, cooperating teachers, and university supervisors; and assist with resolving issues as they arise. In addition, she will work with university supervisors and cooperating teachers to determine final grades for each student teacher.

### *University Supervisors*

University supervisors are either current Purdue Fort Wayne faculty or former teachers or school administrators. They have been carefully selected because they all possess extensive understanding of and experience in P-12 settings. Many have been administrators at one level or another. University supervisors will periodically visit student teachers to make classroom observations. Then, they will speak with both the cooperating teacher and the student teacher (either individual or jointly) about what they observed, points of noted strengths, and questions or concerns that they have.

### *Cooperating Teachers*

Cooperating teachers have been selected by the school district and/or school principal to provide day-to-day supervision, guidance, and mentoring to student teachers. Each cooperating teacher has a minimal of 3 years of successful classroom experience as well as a desire to foster the education and skill attainment of future colleagues.

### *Director of Assessment*

Dr. Michael Flory is responsible for sending and collecting midterm and final evaluations, as well as other necessary evaluations.

## Important Contact Information

Cooperating teacher's name: email: phone:	
School Secretary's name: email: phone:	
Principal's name: email: phone:	
University supervisor's name: email: phone:	
Academic Advisor and Director of Licensing:	Jim Beard <a href="mailto:beardj@pfw.edu">beardj@pfw.edu</a> 481-4100
Field Placement Coordinator:	Natalie Brewer <a href="mailto:natalie.brewer@pfw.edu">natalie.brewer@pfw.edu</a> 481-4137
Director of Assessment:	Dr. Michael Flory <a href="mailto:florym@pfw.edu">florym@pfw.edu</a> 481-0437
Director of Student Teaching:	Mrs. Teri Hogg <a href="mailto:hoggt@pfw.edu">hoggt@pfw.edu</a> 481-6521

Mindy Esparza will assist with all travel reimbursement. Contact her at:

[mstiles@pfw.edu](mailto:mstiles@pfw.edu)

481-6449

Website for Student Teaching information: <https://sites.pfw.edu/education/>

You can also find information in BrightSpace under EDU 40100

## **SECTION II**

### ***Key Assessments***

As you know, nationally and within the state of Indiana, teachers are being held more and more accountable for the learning of their students. The context is no different for teacher preparation programs – we must demonstrate to our accreditors that our candidates possess the requisite knowledge, skills, and dispositions. To that end, each program of study in the School of Education at PFW has created an assessment system. Each system is comprised of 6-8 Key Assessments. These assessments are used to evaluate 1) each individual candidate against expectations for performance set by national or state organizations and 2) program effectiveness by aggregating data for all candidates.

#### **Logistics:**

Key Assessments will be submitted into BrightSpace and TaskStream. To capitalize on the video features in GoReact, we will use that system for the Video Analysis (for programs with that KA). While many of you have used this system before, I will provide training materials for those less familiar. You will not need to purchase anything as you will be connected to GoReact via a link in BrightSpace.

You need to renew or maintain your TaskStream subscription, if it has expired. The Impact on Student Learning KA will be submitted in TaskStream.

Key Assessments are due on the date indicated on the course calendar and in BrightSpace. If you run into special circumstances that prevent you from meeting those dates, please contact the Director of Student Teaching to request for an extension.

#### **Criteria for Passing:**

The policy for successful completion of these assessments is similar to the other key assessments completed in the teacher education program. In other words, you can have one criteria area on the rubric evaluated as “U” and still be considered as “passing” that particular Key Assessment. If you have 2 or more criteria evaluated as “U,” you will have one opportunity during the current semester to redo that assessment for your personal learning (i.e., the data will not be entered into our data management system). The faculty member who grades your key assessment will give you written or oral feedback regarding those areas deemed unacceptable so that you may improve those areas. If you do not improve your performance to meet the “passing” criteria after the revision of your first submission, you will not be able to move on in the program until that assessment is remediated during the next semester.

**Please see next page for the Key Assessment  
Table**

The following Key Assessments will be evaluated by faculty, Cooperating Teachers, and/or University Supervisors during the capstone, clinical experience.

Teacher Education Program	Name of Assessment	Brief Description	Type of Assessment	Evaluator
Art and Music	Final Evaluation	Measures candidate knowledge, skills, and dispositions as applied in P-12 classrooms. Aligned to national program and InTASC standards.	Performance Evaluation	Cooperating Teacher & University Supervisor
	Impact on Student Learning	Demonstrates candidate impact on K-6 student learning.	Project	University Faculty
Early Childhood	Final Evaluation	Measures candidate knowledge, skills, and dispositions as applied in P-3 classrooms. Aligned to state and InTASC standards.	Performance Evaluation	Cooperating Teacher & University Supervisor
	Impact on Student Learning	Demonstrates candidate impact on P-3 student learning.	Project	University Faculty
Elementary	Final Evaluation	Measures candidate knowledge, skills, and dispositions as applied in K-6 classrooms. Aligned to state and InTASC standards.	Performance Evaluation	Cooperating Teacher & University Supervisor
	Impact on Student Learning	Demonstrates candidate impact on K-6 student learning.	Project	University Faculty
Elementary STEM	Video Analysis	Shows candidates' ability to develop curriculum to support student learning; in STEM content areas.	Video Analysis	University Faculty

Secondary	Final Evaluation	Measures candidate knowledge, skills, and dispositions as applied in 5-12 classrooms. Aligned to content area specific SPA or state standards as well as InTASC standards.	Performance Evaluation	Cooperating Teacher & University Supervisor
	Impact on Student Learning	Demonstrates candidate impact on 5-12 student learning; assessments vary by content area to address specific content area expectations.	Project	University Faculty
	Video Analysis	Shows candidates' ability to develop curriculum to support student learning; assessments vary by content area to address specific content area expectations.	Video Analysis	University Faculty
	Professional Development (Secondary Science majors only)	Demonstrates candidates' ability to analyze their professional development experiences in terms of content knowledge and pedagogical content knowledge.	Analysis of experiences	University Faculty

## **SECTION IV**

### ***Student Teaching Experience***

#### **Prior to Student Teaching: Cooperating Teacher/School Introductions**

Prior to the start of student teaching, make contact with your Cooperating Teacher. This is a time to begin building relationships that will support you throughout the Student Teaching placement.

#### *Placement Introduction Checklist*

- Contact your cooperating teacher using their work email or phone and arrange a convenient time to meet.
- At the meeting with the teacher, complete the Important Contact Information Sheet on page 3 of this handbook. Be sure to share your contact information (preferred phone and PFW email).
- Ask CT if they have any supporting materials that can be shared with you (i.e., teacher editions of textbooks, workbooks, planning overviews, websites).
- Request copies of any school guidelines for discipline and the school's student handbook or rules, including health policies/procedures.
- Confirm with the cooperating teacher the first day that teachers report to school. Update your CONFIRMATION SHEET as necessary.
- Ask more about what you will be teaching (e.g., curriculum, courses, subjects, units) and if there are any additional supporting materials.
- Request information regarding classroom rules and procedures.
- Confirm security procedures (keys, badges, parking, etc.). Also, obtain a copy of the faculty handbook and/or department policies (for secondary teachers). See information below for further ideas regarding school orientation.
- Determine when to meet again with cooperating teacher.

#### **Prior to Student Teaching: Seminar Information**

- Check your PFW email for announcements concerning the ST seminars because they start before the university's academic start date.

## **School Orientation**

Orientation to the school community is critical to the student teacher's comfort, confidence, and ultimate success in student teaching. The student teacher and cooperating teacher share responsibility in the acclimation and induction process. Ongoing communication through orientation and phasing-in will set the foundation for success in the capstone experience. The following lists provide some idea that will help to orient the student teacher to the school.

### *Teaching Responsibilities*

- Appropriate instructional materials including textbooks and supplemental resources
- Lesson plan expectations
- Community resources to enhance instruction
- Parent nights, open houses, faculty meetings, department meetings, committee meetings
- Duties (bus, hallway supervision, lunch supervision)

### *School Policies and Procedures*

- School's Student Handbook (discipline and attendance policies, writing passes etc.)
- Teacher Handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, i.e., fire drills, school nurse procedures, universal precautions) and district health policies/procedures
- Computer accounts, lunch accounts, parking pass information
- Tour of the building and security measures

### *Classroom Policies and Procedures*

- Classroom rules and management plan (discipline referral procedures)
- Recording absent and tardy students

### *Instructional Resources*

- District and school websites
- State standards for the course or grade level
- Media center, computer labs, and technology coordinators
- Computer use expectations

### *Community and Student Characteristics*

- General socioeconomic and cultural background of the student population
- After school student activities and opportunities for your involvement
- Expectations for communicating and collaborating with parents
- Allergies or specific health/participation restrictions of any students
- Responsibilities to special need students in class
- Student reading levels and available support

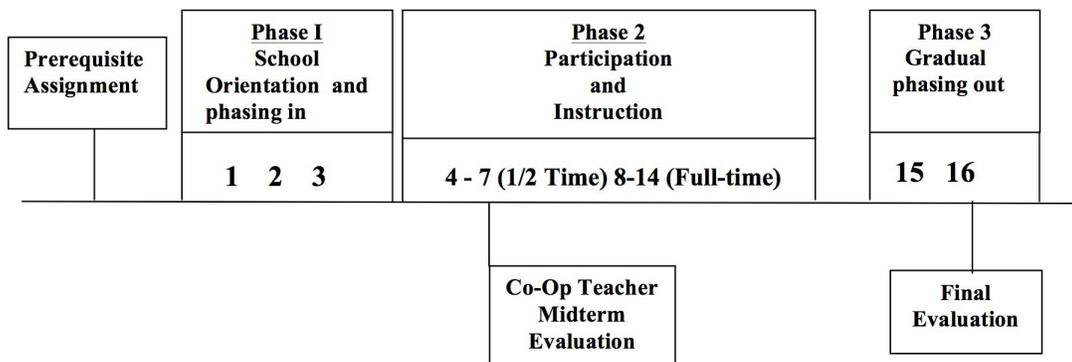
## Pathways to Student Teaching

The School of Education offers two pathways for the student teaching capstone experience. The first is described as the “traditional” model. Along this pathway, the student teacher slowly progresses toward full control of the classroom. The second pathway is described as the “co-teaching” model. Along this pathway, the student teacher and the cooperating teacher work as a cohesive unit, sharing responsibilities and working together to teach the class. Each model has its own unique advantages and progression towards assuming the full responsibilities of the classroom teacher. Cooperating teachers typically choose their preferred model, unless the principal or other leader in the school district decides for the building/district. Being comfortable with the selected model is key because the cooperating teacher remains the only person in the traditional or co-teaching model who is both legally and contractually responsible for the instruction and learning in the classroom.

The following pages provide graphic and written representations of how the pathways might play out in a 16-week placement. It is important to note this only serves as a guide. Specific lengths and activities of each phase will be determined collaboratively by the student teaching triad. All members of the triad will evaluate the student teaching experience.

***Pathway #1:***  
***The Traditional Model***

### Graphic guide for 16 week placement



### **Traditional Model Phase I: Phasing In**

This period allows the student teacher to become familiar with the set expectations for the class and individual students via observation and reflection. Then, conversations between the student teacher and the cooperating teacher allow important issues regarding expectations to be visible to both parties.

### **Traditional Model Phase II: Participation and Instruction**

This phase of student teaching is vital towards growth and development as a teacher and it can last a minimum of seven (7) weeks. It provides necessary immersion into the classroom teaching experience. The two aspects of Phase II-- participation and instruction--- will vary in duration and intensity.

Once familiar with the classroom, the student teacher will begin working with the cooperating teacher to fully participate in the life of the classroom. This includes a wide

variety of possible activities, ranging from tutoring with individual pupils, to working with small groups, to teaching the whole class both individually and collaboratively. It also can include such tasks as grading, preparing resources, developing lesson plans, etc. Participation is planned and executed within the context of enabling the student teacher to assume full instructional responsibility.

Full instructional responsibility demands commitment on the part of both the student teacher and the cooperating teacher. The student teacher should expect to commit the necessary time and resources for student learning under the guidance of the cooperating teacher. The cooperating teacher should allow some flexibility in planning for the student teacher making sure that student learning remains the top priority. *The cooperating teacher remains the final authority in terms of students' academic progress. Observations, reflections, discussions, and continuous feedback from the cooperating teacher are vital to the student teacher's success. Involve the university supervisor in both successes and concerns.*

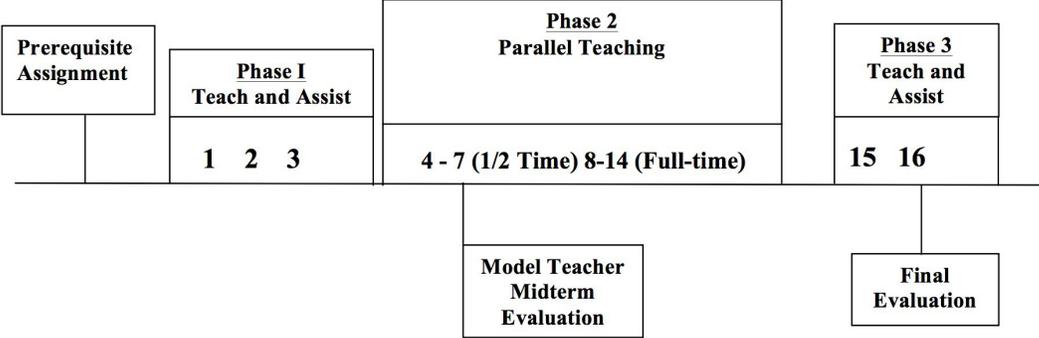
### **Traditional Model Phase III: Phasing Out.**

The final phase of student teaching should conclude with the cooperating teacher transitioning back to their instructional and non-instructional roles and responsibilities. This may include:

- Preparing students for the departure of the student teacher; saying goodbye.
- Returning instructional materials, keys, parking pass, grade book, grading, and any other items assigned by the cooperating teacher.
- Completing a few observations of teachers in and out of the grade level or content area in the school building.
- Shadowing other professionals or investigating other activities in the school to gain insight into the whole school environment: counseling office, special education classes, club activities, athletics, etc.
- As a way to holistically reflect of your student teaching experience, you should
  - Review all observations completed on your teaching.
  - Discuss the student teaching final evaluation with your cooperating teacher and university supervisor.
  - Prepare a personal development plan to address areas for continued growth in preparation for seeking employment as a teacher. Share this with your principal.

**Pathway #2:**  
**The Co-teaching Model**

The co-teaching experience should result in a seamless integration of the student teacher into the daily classroom routine of the cooperating teacher. The student teacher will equally share instructional responsibilities, conducting whole group, small group, and one on one instruction. The intent of the co-teaching model is to allow the student teacher to develop the instructional habits of mind required for successful teaching without detaching the cooperating teacher from the class.



**Co-Teaching Phase I: Phasing-in**

The phasing in will be with the assigned cooperating teacher. This phasing in period allows the student teacher to become familiar with the set expectations of the class and students. It also allows the student teacher time to practice and reflect with the cooperating teacher on both of their practices and to communicate important issues regarding expectations.

**Co-Teaching Phase II: Parallel Teaching**

This phase of student teaching is vital towards growth and development as a teacher and can last a minimum of seven (7) weeks. The student teacher and the cooperating teacher participate in collaborative lesson planning and teaching, with the instructional responsibility and classroom leadership split equally. During this phase, the cooperating teacher should allow the student teacher for a one to two week period to have complete control over the classroom, demonstrating responsibility for leading all aspects of the work.

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

Full instructional responsibility demands commitment on the part of both the student teacher and the cooperating teacher. The student teacher should expect to commit the necessary time and resources for student learning with the help of the cooperating teacher. *The cooperating teacher remains the final authority in terms of students' academic progress. Observations, reflections, discussions, and continuous feedback from the cooperating teacher are vital to*

*the student teacher's success. Involve the university supervisor in both successes and concerns.*

### **Co-Teaching Phase III: Teach and Assist**

The final phase of student teaching should conclude the student teaching experience. The student teacher will still play an active role in the classroom, but will start to phase out of their teaching role to allow the cooperating teacher to transition back to their instructional and non-instructional responsibilities. This may include:

- Preparing students for the departure of the student teacher; saying goodbye.
- Returning instructional materials, keys, parking pass, grade book, grading, and any other items assigned by the cooperating teacher.
- Completing a few observations of teachers in and out of the grade level or content area in the school building.
- Shadowing other professionals or investigating other activities in the school to gain insight into the whole school environment: counseling office, special education classes, club activities, athletics, etc.
- As a way to holistically reflect of your student teaching experience, you should
  - Review all observations completed on your teaching.
  - Discuss the student teaching final evaluation with your cooperating teacher and university supervisor.
  - Prepare a personal development plan to address areas for continued growth in preparation for seeking employment as a teacher. Share this with your principal.

**SECTION V**  
***Triad Responsibilities***

Each member of the triad (i.e., student teacher, cooperating teacher, and university supervisor) has unique responsibilities as well as shared responsibilities. The following tables outline each member's responsibilities.

**Cooperating Teacher's (CT) Responsibilities**

Cooperating teachers are master teachers who have a minimum of 5 years of successful teaching experience. They have graciously agreed to share their knowledge and skills with the next generation of colleagues. They provide on-going support and guidance to help the student teacher develop into a productive member of our honorable profession.

CT's responsibilities to his/her students:	Provide a welcoming atmosphere by preparing your students and their families positively for the student teacher's arrival. As you know, it is important to create a welcoming atmosphere where the student teacher will be valued by the students and viewed as an important teaching member in the classroom community. Some teachers continue to find positive ways to reiterate that to the students throughout the experience.
	Our goal is for everyone to have a positive and productive experience in the mentoring of your student teacher. However, we recognize that the final authority for your classroom student's academic progress rests with you. If there is evidence based on observations, documentation, and discussions with the University Supervisor and Director of Student Teaching that student learning is being jeopardized, the student teaching experience can be terminated. Work with the Director of Student Teaching to determine the best termination process.
CT's responsibilities to the ST:	<b>ORIENTATION:</b> Orient the student teacher with school policies and procedures and introduce the student teacher to faculty, staff, school, and local communities.
	<b>AUTHORITY:</b> Define the extent of the student teacher's authority and responsibilities in your classroom and school. Specifically consider how you want the student teacher to communicate with family members.

	<p><b>ACCESS:</b> Assist your student teacher in gaining electronic access to school computers, curriculum, and student data and understanding the school's or your desired protocols for accessing electronic information.</p> <ul style="list-style-type: none"> <li>○ Some teachers login for the student teacher so that they can use it to teach their lesson without having to share their password.</li> <li>○ Others create shared folders where the team can share their lessons.</li> </ul> <p>In addition, make sure that you discuss a plan for returning any shared documents or electronic information at the end of the student teaching placement. This may include a conversation about what curricular information can or cannot be copied for them to take with them at the end of their placement.</p> <p>Finally, you will want to talk about returning students' work (or access to student work) that the student teacher may be grading, along with how grades will be assigned.</p>
	<p><b>PROFESSIONALISM:</b> Engage the student teacher in discussions of professional standards and how those standards become meaningful in practice as well as other aspects of professionalism (e.g., ethical relationships).</p>
	<p><b>MANAGEMENT:</b> Demonstrate and provide a variety of effective teaching management and discipline techniques.</p>
	<p><b>TIME MANAGEMENT:</b> Some student teachers are very good at managing their time, while others have come to rely on external structure or reminders from others. A sample template for time management is included in the appendices. If this is needed to reduce the number of reminders or to minimize frustrations from the student teacher being unprepared, please tailor the template to fit your school, grade level, and needs.</p>
	<p><b>LESSON PLANS:</b> Provide feedback on lesson plans, unit plans, and/or weekly plans on the last day of each week so that any issues can be addressed before instruction occurs the next week.</p>
	<p><b>FEEDBACK:</b> Record your observations and give feedback regarding the student teacher's teaching and teacher/student interactions, twice during the semester.</p> <p>Set aside time each week to engage the student teacher in ongoing professional discussions, reflections, and feedback of their progress. Devise a system for recording questions when you cannot immediately stop and ask/answer them.</p>

	<p><b>FORMAL EVALUATIONS:</b> The <b>mid-term and final evaluation rubrics</b> will guide you on what our student teachers are expected to be able to do successfully by the end of the ST experience. The Director of Assessment, Michael Flory, will send the Qualtrics link to you via email.</p> <ul style="list-style-type: none"> <li>○ A copy of the midterm and final evaluations will be shared automatically with the student teacher, University Supervisor and Director of Student Teaching</li> <li>○ For any areas marked “unacceptable” at the midterm, the US will contact you for details. If warranted, the US will contact the Director of Student Teaching for a discussion of interventions needed to build student teacher proficiency. A Professional Improvement Plan will be created for the student (see Appendix A).</li> <li>○ The final evaluation is summative ummative measure of overall proficiency of the student teacher. It reflects a compilation of what has been observed and the growth that has been made.</li> <li>○ Midterm and Final Forms are available for your review at: <a href="https://sites.pfw.edu/education/">https://sites.pfw.edu/education/</a></li> </ul>
	<p><b>RECORDS OF PROGRESS:</b> We encourage you to keep an individual file of the student teacher’s progress. This will be helpful for determining your final recommendation and writing the final evaluation. This can also be handy if the student teacher asks you for a letter of recommendation prior to the completion of the Final Evaluation.</p>
<p>CT’s responsibilities to the University Supervisor:</p>	<p><b>COMMUNICATE:</b> Communicate frequently with the University Supervisor to support and evaluate the student teacher.</p>
	<p><b>SHARE INFORMATION:</b> Report successes and any concerns about the student teacher to the University Supervisor. The University Supervisor may also forward these to the Director of Student Teaching, as needed. Please do not wait. The sooner that you can give us a heads-up that there may be a concern, the sooner we can help.</p>
<p>CT’s responsibilities to PFW</p>	<p><b>REPORT ABSENCES:</b> We ask that the ST report each and every absence. The form requires entry of CT and US email addresses. If you don't receive notification about an absence, please remind ST and then, if not resolved, contact the Director of Student Teaching. Link can be found at: <a href="https://sites.pfw.edu/education/">https://sites.pfw.edu/education/</a></p>
	<p><b>PAPERWORK:</b></p> <ul style="list-style-type: none"> <li>○ <b>HONORARIUM:</b> An email will be sent to your school email address before the beginning of the semester that contains your contract with Purdue Fort Wayne for mentoring a student teacher. You will need to fill these forms out and return them as soon as you can. NOTE: Ohio Cooperating Teachers will not receive an honorarium due to an Ohio law that prohibits such payment. The honorarium will be sent to your school corporation instead.</li> <li>○ Complete the Student Teaching Partnership Feedback form.</li> </ul>

<p>PFW's responsibilities to CT</p>	<p>PGP POINTS: An email will automatically be sent to your school email address when you submit your Final Evaluation. It will contain evidence of your PGP points.</p>
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### University Supervisor's (US) Responsibilities

University supervisors are either current PFW faculty or former teachers and/or school administrators. They are specialists in education and in their individual academic areas, having taught and spent time in a variety of classrooms to gain a deep understanding of quality education.

A university supervisor will be assigned to every PFW student teacher, serving as the link between the cooperating school and the university. They will observe, evaluate, and confer with each student teacher and cooperating teacher. They will help facilitate effective learning procedures and the creation of professional working relationships.

<p>US's responsibilities to the Student teacher:</p>	<p>INITIAL VISIT: An introductory visit is conducted to meet the principal and CT and to see the student teacher in the school setting. Scheduled during the first two weeks of the placement, the focus is on reviewing the roles, responsibilities, and expectations of the CT/ST and answering any questions.</p>
	<p>REFLECTIONS: To help you better understand the weekly events of the classroom and for you to see growth, the student teachers will provide you with a weekly reflections. This is also an opportunity for the student teacher to ask you questions or give you particular things to watch for when you observe.</p>
	<p>OBSERVATIONS: A minimum of four observations, including written reports of student teachers, should occur during the student teaching experience. More observations or assessments can occur if the student teacher is experiencing difficulty or if all professional standards have not been observed and assessed. Observations should be scheduled when the student teachers is engaged in teaching activities so that the professional standards can be observed fully.</p> <ul style="list-style-type: none"> <li>○ Two observations and assessments should be made prior to the midpoint in the experience. Remaining observations and assessments should be distributed throughout the rest of the ST placement.</li> <li>○ On some occasions, a University Supervisor may need to conduct a remote observation. Please see Appendix E for procedures.</li> </ul>

	<p><b>FEEDBACK:</b> After observing a lesson, the university supervisor meets with the student teacher and cooperating teacher to discuss progress meeting toward meeting professional standards and to offer constructive feedback. This should be in a setting that is conducive to privacy for the triad. The university supervisor should share some positive things that they observed and what else they are looking for in the next visit. Because this is a discussion, questions should be asked to engage in the student teacher’s participation and verbally analysis of the observation as well. The guiding principle is that all comments and suggestions are to help the student teacher develop and improve as a teacher.</p>
	<p><b>SUPPORT:</b> Develop a collaborative approach to support everyone involved in the student teaching experience.</p>
	<p><b>LESSON PLANS:</b> The university supervisor should review all lesson plans submitted by the end of each week and those used during the observation. Incorporate feedback on the strengths and areas of improvement to the ST in your observation form.</p>
	<p><b>OBSERVATION FORMS:</b> Each observation of the candidate’s teaching will result in a completed observation feedback form. Copies will be provided to the student and cooperating teacher for signature. If you have trouble with these forms, please contact the Director of Student Teaching.</p> <p>Single Observation Forms are at <a href="https://sites.pfw.edu/education/">https://sites.pfw.edu/education/</a></p>
	<p><b>MID-TERM EVALUATION:</b> University supervisors do not complete a mid-term evaluation. Instead, they receive a copy of the evaluation completed by the CT and ST. When reviewing the evaluation, note any areas marked “unacceptable”and seek input from the cooperating teacher to understand them better. Then, if warranted, contact the Director of Student Teaching so that a meeting can be called with all triad members and the Director of Student Teaching. This meeting will focus on identifying mechanisms and support to build the student teacher’s proficiencies through a Professional Improvement Plan.</p>

	<p><b>FINAL EVALUATION:</b> The final observation and evaluation is a summative measure of overall proficiency of the student teacher. It reflects a compilation of what has been observed and the growth that has been made. The Director of Assessment, Michael Flory, will send the Qualtrics link to you via email toward the end of the placement. Your final observation will be used as the basis for your final recommendation as well as your written evaluation.</p> <ul style="list-style-type: none"> <li>○ A copy of the final evaluation will be shared automatically with the student teacher, cooperating teacher and Director of Student Teaching.</li> <li>○ Mid-Term and Final evaluations can be accessed at: <a href="https://sites.pfw.edu/education/">https://sites.pfw.edu/education/</a></li> </ul>
<p>US's responsibilities to the Cooperating Teacher:</p>	<p><b>INITIAL VISIT:</b> Cooperating teachers are trained and supported through our university supervisors. During the introductory meeting, review with the cooperating teacher the policies, guidelines, expectations, and administrative tasks of the student teaching experience as presented in this handbook.</p>
	<p><b>COMMUNICATE:</b> Engage in frequent communication (i.e., every 2-3 weeks via email, zoom, text, call) to support and evaluate the student teaching experience.</p>
<p>US's responsibilities to PFW:</p>	<p><b>REPORT ABSENCES:</b> Student Teachers are responsible for reporting each and every absence. If you are not notified of an absence, please contact the ST. If that doesn't resolve the issue, please contact the Director of Student Teaching. Link is available at: <a href="https://sites.pfw.edu/education/">https://sites.pfw.edu/education/</a></p> <hr/>
	<p><b>FORMS:</b></p> <ul style="list-style-type: none"> <li>○ Complete a minimum of 4 single observations forms.</li> <li>○ Complete the Final Evaluation Form.</li> <li>○ Complete the process throughout the semester so that you can be reimbursed for your mileage.</li> <li>○ Complete the Student Teaching Partnership Feedback form.</li> </ul> <p>All forms can be found at: <a href="https://sites.pfw.edu/education/">https://sites.pfw.edu/education/</a></p> <hr/>

	<p><b>SHARE INFORMATION:</b> Report any amazing successes to the Director of Student Teaching. Similarly, notify the Director of Student Teaching as soon as you are aware of a problem for a student teacher. The sooner we have a heads-up about potential difficulties, the sooner we can intervene and make a positive difference. We may formalize the intervention as a Professional Improvement Plan (see Appendix A).</p>
<p>PFW's responsibilities to US</p>	<p><b>PROFESSIONAL DEVELOPMENT:</b> The Director of Student Teaching provides training, support, and guidance to facilitate success in the role for all new and continuing US. When onboarding a university supervisor, the Director of Student Teaching meets with them individually or in small groups to go over the handbook, supervising handouts, our website, and evaluation forms.</p>

### Student teacher Responsibilities

As an important member of the triad, the student teacher has many roles and responsibilities, some that are outlined below and some that will be shared by other members of the triad (i.e., cooperating teacher and university supervisor) based on school setting, developmental level, or other needs.

Student teachers who are successful share the characteristic of being responsible for their own learning. As such, they seek and remain open to feedback, reflect on their own practices, and locate resources to enrich their learning experiences for their students. In other words, they don't wait around for their cooperating teacher to tell them what to do or when to do it.

<p>ST's responsibilities to the Students:</p>	<p>Be a good role model to students in appearance, mannerisms, language use, and behavior. The quality of your professionalism is vital at all times because some schools and/or districts keep their own documentation and files on your student teaching experience</p>
	<p>Get to know students' interests, abilities, and activities, as well as external and internal stressors in order to best facilitate academic and social/emotional/behavioral learning. Be patient with student progress, none of this happens overnight.</p>
	<p>Encourage students to address you with a title such as Mr., Mrs., Ms. or Teacher (Last name). In addition, encourage students to learn to pronounce your name.</p>
	<p>Handle all personal and student/family information professionally and confidentially.</p>
	<p>Do your best to understand and remedy any areas that need improvement or that are articulated as part of a Professional Improvement Plan (see Appendix A), especially those items that impact student learning or quality teacher-student interactions.</p>

<p>ST's responsibilities to the cooperating teacher and school:</p>	<p><b>ACCESS:</b> Communication with your cooperating teacher is vital regarding electronic access to school computers, curriculum and student data. Work with your teacher to learn about the school or teacher's desired protocol for accessing electronic information. Make sure that you have a plan for returning any shared electronic documents or electronic information at the end of your placement.</p>
	<p><b>LESSON PLANS:</b> Be prepared for school each day with lesson plans and supporting materials according to your cooperating teacher and university supervisor's expectations. <b>Provide all plans (for the upcoming week) by the last day of the week to your CT and US.</b> This will give them time to give you feedback before you teach a lesson.</p> <p>Write detailed sub plans for any missed time.</p> <p>Seek to understand the rationale/purpose behind specific lessons, units, and school-wide programs.</p>
	<p><b>WORK SCHEDULE:</b> Observe the same daily work schedule of the Cooperating Teacher (at minimum), arriving early and staying late, as necessary to meet your responsibilities.</p>
	<p><b>TEAM PLAYER:</b> Be a meaningful part of the teaching staff by volunteering to help with activities when you recognize a need exists, i.e. housekeeping, routine duties, and other ways to help within the class. In addition, participate in school-wide events such as teacher meetings, open houses, and other school-based activities.</p>
	<p><b>PROFESSIONALISM:</b>  You are expected to perform each aspect of the teaching profession, such as attending professional development or collaboration meetings, working with families, or staying late to complete work assignments or preparation. Student teachers are also expected to act professionally when working with the cooperating teacher, the university supervisor, professional colleagues, and students to strengthen your skills and knowledge as a teacher.</p> <ul style="list-style-type: none"> <li>○ Behave professionally to ensure credibility among your colleagues.</li> <li>○ Dress in compliance with local culture and school policy on dress code.</li> <li>○ Follow all school/corporation policies associated with professional conduct, student interaction, and academic responsibilities.</li> <li>○ If you are finding yourself un- or under-prepared, reflect on what is causing your challenge and then address it. Problem solve on your own by asking question such as: Are you arriving in plenty of time to organize your day or are you staying long enough to prep all materials? If you are unsure how to solve your issue, review the resources provided in the Appendix C for time management. Then, work with your cooperating teacher</li> </ul>

	<p>to tailor that resource to help address your specific workflow and/or issue of meeting expectations in a timely fashion.</p> <p>Do you best to understand and remedy any areas that need improvement or that are articulated as part of a Professional Improvement Plan (see Appendix A).</p>
	<p>FEEDBACK: Actively reflect on your own practices and then seek feedback from the cooperating. Communicate proactively and professionally. Ask for help when you need it – you are not expected to know everything at this point.</p>
	<p>SCHOOL POLICIES: Be open-minded about the policies and procedures of the cooperating teacher and the school. Demonstrate respect for them by looking for multiple perspectives on why a policy or procedure might be beneficial.</p>
ST's responsibilities to the University Supervisor:	<p>LESSON PLANS: Be prepared for school each day with lesson plans and supporting materials according to your cooperating teacher and university supervisor's expectations. <b>Provide all plans (for the upcoming week) by the last day of the week to your CT and US.</b> This will give them time to give you feedback before you teach a lesson.</p>
	<p>VIDEO: For remote observations, upload your video to BrightSpace. See BrightSpace for more details.</p>
	<p>PROFESSIONALISM: Treat university supervisors with the same professional respect as your cooperating teacher in the school setting. Each university supervisor and student teacher combination is different and will have different expectations and requirements that will best fit the needs of the situation. This is common and to be expected. Avoid comparing expectations because that can lead to unnecessary stress for you.</p> <p>Communicate regularly with your US. Share joys as well as concerns. They are here to support and guide you.</p> <p>Ask for help from your university supervisor whenever you need it while seeking a balance to become a professional. If you are having difficulty with time management, see tools in Appendix C.</p> <p>Do you best to understand and remedy any areas that need improvement or that are articulated as part of a Professional Improvement Plan (see Appendix A).</p>

	<p>FEEDBACK: Actively seek feedback from your university supervisor; communicate proactively, regularly, and professionally.</p> <p>Actively participate in discussion following observations, seeking clarity of professional standards and/or suggestions for improvement.</p>
<b>ST's responsibilities to PFW:</b>	Complete the Professional Expectations Agreement, if you didn't sign it as part of your student teaching application. See Appendix D for a copy of this agreement.
	Complete all Key Assessments in a timely manner (original and any resubmissions).
	Complete CPR and Suicide Prevention trainings. See PFW Student Teaching website, tab labeled. "Student Teaching Seminar & Other Information" for more details. <a href="https://sites.pfw.edu/education/">https://sites.pfw.edu/education/</a>
	Complete Student Teaching Partnership Feedback form

## Section VI *Policies, Expectations & Important Information*

Although cooperating teachers assume a major responsibility for directing student teachers in their work, student teachers must assume certain responsibilities in order to receive full benefit from this capstone experience. The information that follows clarifies some of the additional responsibilities that we expect of the student teacher.

### Professional and Personal Conduct

As a student teacher, you are in the last stage of transitioning to being a professional. Previous courses and field experiences have set a foundation for learning about professional behaviors. Now is the time to continue building them. Thus, PFW candidates will engage in professional and personal conduct that is appropriate to the integrity of the university and the profession. Examples of this are spelled out in the **Professional Expectations Agreement (see Appendix D)**, so please read that document carefully and ask questions if you are unsure of what an item means. Even as a student teacher off-campus, you also are obligated to follow PFW's **Student Rights, Responsibilities, and Conduct** found at <https://www.pfw.edu/committees/senate/code/>

While professional behavior has many different aspects, we will highlight different ones from what was discussed previously.

### DIGITAL ETIQUETTE, COMMUNICATION & SAFETY:

You will participate positively in digital etiquette (through the use of electronic devices and social media). To protect the safety and well-being of you and the children/adolescent(s), you shall participate in communications with minors that are *public* in nature. This means that all communication should include your cooperating teacher and university supervisor and, ideally, the student's parents/guardians. In addition, all communication should come through the school district's approved email system, approved apps, or the school's LMS (learning management systems, such as Canvas). In other words, you are to NOT engage with students or parents/guardians in private conversations, private photo exchanges, etc. on any app, website, social media, or electronic devices. If you have questions about appropriateness, ask your school personnel before engaging in this. This is not an area you want to mess up on.

If you receive a request from student to "friend," connect or communicate through a personal social media site, please decline the request. Here is a recommended response that you can adapt to your situation. Please cc: your cooperating teacher and supervisor in the process.

*"Please do not be offended, but I cannot accept your request (or respond further to this personal email, etc.). As a teacher, I need to communicate through the school's \_\_\_\_\_ (email, website, LMS such as "Canvas", etc.) which can be found at \_\_\_\_\_. Thank you for understanding."*

## SAFETY, WELL-BEING, AND REPORTING:

Children and adolescents can experience, both inside and outside of school, events that cause them or adults concern (e.g., abuse, neglect, bullying, suicide idealization). To protect the safety and well-being of you and the children/ adolescents, you should be knowledgeable of state mandates as well as school policies and reporting procedures.

You are a state-mandated reporter of suspected abuse. Thus, if you observe or suspect any child behavior that is worrisome, problematic or questionable, *immediately* alert your cooperating teacher and principal, as well as your university supervisor. Then, report your suspicions to your school resource officer, the local police, or Child Protective Services (<https://www.in.gov/dcs/contact-us/child-abuse-and-neglect-hotline/>) depending on details of the specific situation. The *best* way that you can help a student is by alerting the appropriate authorities who can help. You are not trained to do anything more than that.

Other situations require that you keep your doors “open” (according to school policy) and keep colleagues alerted and close by. Minimize putting yourself into any circumstance that could be a he-said/she-said position (whether this is with students or parents). Keep your cooperating teacher and administrator in the loop, whether it is to report good things or if anything is not feeling right. Your cooperating teacher and administrator may know more about the history of a particular individual or parent than you do and can provide valuable guidance.

## CALENDAR/VACATIONS/SCHOOL CLOSINGS

PFW policy requires candidates to follow the calendar of the respective school district. Fall student teachers will report the first Teacher Day of the school district. Spring student teachers will report the first day back from break and also will honor the corporation’s springbreak. Your experience will end, though, based on the PFW academic calendar, subject to adjustments by the Director of Student Teaching.

When the school experiences a delay or early dismissal due to, for example, fog, snow, emergency shut down, etc., notify your university supervisor via email immediately. This does not, however, require a report via the Absence form.

## FAMILY RESPONSIBILITIES:

Child care or family responsibilities should not affect the student teachers’ arrival time or departure time or their responsibilities during the school day. As stated previously, you will follow, at a minimum, your CT’s daily schedule for arrival and departure. However, it is recognized that emergencies do arise and they are expected to be handled in a professional manner.

## ABSENCES:

Working in educational settings can often result in acquiring illnesses. Because there is **no formal number of approved absences** (e.g., sick or personal days) provided to all student teachers, notify everyone as soon as you can about the rare situations where you cannot attend your placement immediately. If the number of absences experienced causes concern for the cooperating teacher, university supervisor, or Director of Student Teaching, a meeting of the triad will be called to determine possible solutions (e.g., extending the experience).

### Approved Absence:

You may need to miss one 1/2 day of teaching in order to take the pedagogy test required for licensure. Please communicate the date/time to everyone at least 2 weeks in advance.

### Unapproved Absence:

You may *not miss* any part of ST (P-12 classroom or seminar) to retake a content test required for licensure, to attend CPR training, or to attend QPR (suicide prevention) training.

## 3-STEP PROCEDURE FOR REPORTING ABSENCES

1. **Notify the school office by 6:15 a.m.** if you are going to miss a day.
2. **Notify the *Cooperating Teacher and University Supervisor*** via their preferred method (e.g., phone, text and/or email) about the absence.
3. **Fill out the “Reporting Student Teacher Absences” form** on the PFW student teacher website, under the heading “Student Teaching Forms” Then select the “Reporting Student Teacher Absences” link.

<https://sites.pfw.edu/education/>

## SECONDARY ONLY ISSUE: **Dual Credit, Honors or AP Courses**

If a Secondary student teacher has a period that is a dual credit, AP or Honors, then the Teacher of Record needs to be the one teaching the high school students.

- a. If this is a fully designated dual or AP section, then the student teacher will need to notify Purdue Fort Wayne that he /she will be teaching in a different class or just assisting the teacher. If this is a full honors section, we will leave it up to the school administration to decide if the student teacher may teach the course.
- b. If this is a mixed section where some of the students are dual, AP or honors and some are not, then the student teacher shall use the Co-Teaching Model, such that the student teacher is teaching the non-dual credit students and the cooperating teacher is teaching the dual credit students.
- c. The purpose of this is to meet the requirements stated by the state that dual credit courses are taught by teachers with at least 18 hours of master’s credit in the content area and that AP teachers have completed specific training for that role.

## SUBSTITUTE TEACHING:

*Candidates shall not take on other, non-academic responsibilities while student teaching.* Thus, you should not be a coach or other extracurricular activities, as they take away from the academic commitments of the student teaching experience. We do, however, have a policy concerning being a substitute teacher once you have successfully completed 10 weeks of the capstone experience.

**The implementation of this policy must be initiated by a school administrator.** The entire policy is on the PFW Student Teaching website. *The parts that are of particular importance to the Student Teacher have been repeated below.*

### *Eligibility*

The school district may employ the student teacher as a substitute teacher during the academic year in their currently assigned student teaching classroom as long as each of the following requirements are met:

- a. Student teacher is completing a 16-week placement. In other words, student teachers with 10-week and 6-week placements are not eligible.
- b. Student teacher has a substitute teaching license.
- c. Student teacher has successfully completed 10 weeks of student teaching, is in good academic standing, does not have a midterm evaluation or other documentation that indicates concerns, and is not on an active Professional Improvement Plan.
- d. Student teacher is up to date on assignments and Key Assessment submissions.

### *Student teachers working as substitutes must:*

- a. Notify their university supervisor any time they serve as a substitute for their cooperating teacher.
- b. Track and report days and partial days they work as a substitute on the Substitute Teaching Tracking Form on OneDrive. Failure to report this will jeopardize a student teacher's opportunity to continue.
- c. Report each day of substitute teaching to Dr. Isabel Nunez ([nunezi@pfw.edu](mailto:nunezi@pfw.edu)) via email.

## GRADING

The evaluation of the student teacher is a shared responsibility involving the cooperating teacher, the university supervisor, and the Director of Student Teaching. Although each of these individuals is expected to make a contribution to the evaluation of student teaching performance, the Director of Student Teaching is charged by the university with final authority and responsibility for assigning the course grade. All student teaching is graded on an S/F basis.

All final grades are based on the *successful* completion of the following: (a) required key assessments (b) the Final Evaluation (i.e., performance-based assessment) completed by the cooperating teacher and the university supervisor, (c) weekly lesson plans and reflections, to CT and US (d) components related to student teaching seminars, including the Midterm reflection and plan for improvement, (e) professional expectation agreement, (f) attendance, and (g) improvement plans, if applicable.

The Final Evaluation is especially important in determining the final course grade as it represents a *summative assessment* of your performance on standards for both pedagogy and content knowledge over the capstone experience. The cooperating teacher and university supervisors also draw a final conclusion about your readiness to have your own classroom.

You can pass the capstone experience with a “Recommend for licensing” or a “Recommend with reservations”. Having a “Do not recommend for licensing” would mean that you will receive an “F” in the capstone course (e.g., EDU 40100) and will need to redo your student teaching.

If you do not pass, you may remediate by extending the student teaching experience or repeating part or all of the student teaching experience in a future semester. The student teacher will be required to pay tuition and fees for the next semester.

## DOCUMENTATION FOR LICENSING

**Student teachers are responsible for maintain all records needed for licensing or obtaining a job, now and in the future. PFW does not maintain copies of the following forms in our student records. These records include:**

1. Final Evaluations from both your cooperating teacher and your university supervisor. Many districts require these for your job application.
2. Test scores for licensure
3. CPR Certification (renewed every 2 years)
4. Suicide Prevention Training

# **Appendix A**

## **Professional Improvement Plan**

### **Purpose**

The purpose of the Professional Improvement Plan is to outline the steps necessary for successful completion of the student teaching experience, for those who need additional support and guidance. It is important that the student teacher successfully completes the steps identified in the improvement plan in order to finish the capstone experience.

### **Procedures**

1. If the cooperating teacher is starting to have concerns about the student teacher, it is vital that they contact the university supervisor.
2. It is then vital that the university supervisor contacts the Director of Student Teaching to talk about the situation and to identify possible next steps.
3. If it is determined by the Director of Student Teaching that a Professional Improvement Plan is needed, then one will be collaboratively written, based on input from the cooperating teacher, student teacher, university supervisor, and the Director of Student Teaching. The document may be written either by the university supervisor or the Director of Student Teaching.
4. The necessary form may be found at the following link:  
[https://sites.pfw.edu/education/teedu/st/st-forms\\_improvplan-combined-91321-rv2.pdf](https://sites.pfw.edu/education/teedu/st/st-forms_improvplan-combined-91321-rv2.pdf)

## Appendix B

### Lesson Planning

"The most effective teachers know that if you want to *have* a great lesson, you need to *plan* a great lesson"

(Breaux & Whitaker, 2015, *Seven Simple Secrets*, p. 2)

Lesson plans are tools for thinking. As such, student teachers should provide lesson plans (for the upcoming week) to their university supervisor and cooperating teacher on the last day of **each week**.

If the student teacher is having difficulty planning or implementing the lessons, the Cooperating Teacher, University Supervisor, and/or Director of Student Teaching may recommend additional information to be included in the lesson plans. If difficulties persist, a Professional Improvement Plan shall be implemented to address the issues.

See BrightSpace for a copy of the Lesson Plan template that will be used beginning week 1 of the Student Teaching Experience. After the first observation conducted by the US, the CT and US will discuss your strengths and areas of improvement when planning and implementing lessons. They will determine if you will continue to complete Lesson Plans using the template for one or more content area/class period or if you will move to using the Weekly Planning template. If warranted, the Director of Student Teaching may be invited into the conversation.

Continuing to use the Lesson Plan template is not a punishment. It is one way that we can support you to be a better teacher.

## Appendix C

### General Time Management Weekly List

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Review this week's lessons, paying specific attention to Monday.	Edit checklist for next week.	Copy materials you gathered on Monday	Plan main subjects	Evaluation and plan small groups	Write newsletter to post or handout on Monday
	Start gathering all of the activities, materials, papers to copy, and assessments for the next week	Organize copies into folders or drawers	Type lessons for team	Add information to small group folder or notebook	Distribute any leftover materials or supplies to their respective places or organize for use next week
	Gather routine items for next week such as ... *Weekly reading strategies *Daily 5 chart *Morning work *Word work list *Assessments *Sight word fluency *Behavior calendars *Reading passages	Electronically post materials for students the LMS for next week	Enter lessons into weekly schedule	Finish any planning left	Make sure weekly planner is visible in case a sub needs to find it
	Put info in a to-do binder, folder, or drawer	Finish gathering an items not already located		Post lessons for grade level	Update new to-do list for next week

## Weekly To-Do List

<b>Items to copy</b>	
<b>Materials to gather</b>	
<b>Activities to create</b>	
<b>Assessments</b>	
<b>Miscellaneous tasks</b>	
<b>Planning ahead for next week</b>	

# Appendix D

## Professional Expectation Agreement

Upon admission to the Teacher Education Program, I \_\_\_\_\_ (type your legal name• not nickname) understand that I have assumed added responsibilities as a pre-professional education student. I am preparing to become a teacher and to assume responsibilities for children's safety, well-being, development and learning. I agree to do *my* best in meeting the professional expectations outlined below in all pertinent aspects of my teacher education program.

As a point of information, the State of Indiana has a code of ethical conduct for all teachers in the state (Indiana code 20-6.1-3-7). It is not the intention of the School of Education to define these characteristics; however, local school officials may ask the student to leave the field or student teaching placement for any of the following reasons: immorality, misconduct in the office, incompetence, or willful neglect of duty.

### Professional Expectations

#### Personalized learning

I respect the ways in which growth and development in individuals may differ I promote engagement for all students I recognize the development needs of all students I be sensitive to the external stressors students face I maintain high expectations I encourage independent, critical thinking skills I

#### Knowledge

I develop informed teaching practices through continual study of theory I supplement the curriculum with authentic resources and activities I be flexible and responsive to Individual learner needs I facilitate mastery of skills and concepts I implement multiple ways of teaching and learning I

#### Community

I respect family and student goals, values and unique identity I promote open communication with the family I value the broad spectrum of cultural diversity and global interconnectedness I encourage democratic principles in both students and colleagues I become aware of and utilize the benefits to education that the community has to offer I

#### Growth and Reflection

I commit to reflective practice and planning I value and pursue opportunities for collaborative work with colleagues and families I pursue personal and professional growth I maximize teaching and teaming experiences I

#### Learning Environment

I work towards a learning environment that optimizes student's academic, social, physical, and spiritual well-being I use multiple assessments to identify student strengths and refine curriculum I promote a safe and caring environment I appreciate and manage group dynamics that contribute to the classroom

#### Professionalism

I promote the privacy and confidential Information of all students, their families, and teachers unless required by state/federal law I uphold all legal and school obligations including the professional expectations and code of ethics of faculty and staff at Purdue University Fort Wayne I dress appropriately I be on time with all scheduled activities and work I open to constructive criticism and make appropriate modifications upon reflection I communicate to the best of my ability I conduct myself as a professional In all respects when I am working in. or representing Purdue University Fort Wayne by treating others with respect I

I understand that as a student in the Teacher Education Program, I *may* be withdrawn from the program and/or any field placement including student teaching, for failure to comply with these professional expectations. Other disciplinary actions may include, but are not limited to, an administrative alert, an unsatisfactory grade for course or placement. dismissal from the school assignment or student teaching placement, removal from the Teacher Education Program, and/or dismissal from Purdue University Fort Wayne.

*By signing this Electronic Signature Acknowledgment Form, I agree that my electronic signature is the legally binding equivalent to my handwritten signature. Whenever I execute an electronic signature, it has the same validity and meaning as my handwritten signature. I will not, at any time in the future, repudiate the meaning of my electronic signature or claim that my electronic signature is not legally binding.*

Signature: \_\_\_\_\_  
Print or type your name here: \_\_\_\_\_

Date: \_\_\_\_\_  
PFWID#: \_\_\_\_\_

## Video Recorded Observations with your University Supervisor

- a. Most University Supervisors will observe your teaching in person for each of the classroom observations. However, a few US who will do all of their observations remotely. Other USs have the option of doing one or two observations via video recording to account for specific situations.
- b. *Before* a remote observation can occur, the Video Permission Form must be completed. See Assignment link in BrightSpace for this form. Follow any directions for the district/school's procedures for videoing students. Contact the Director of Student Teaching if you have any questions.
- c. For those observations, you upload your video in BrightSpace via the "Remote Observation" module/link. This link will take you to GoReact. You do NOT have to create an additional account in GoReact for this work.
- d. Coordinate with your supervisor about a schedule for recording your lessons. They need to see your lessons on a regular basis.
  - i. For elementary, they also need to make sure to see the different subject areas that need to be observed (math, science, social studies, language arts, pe/movement, and fine arts, which can be integrated.)
- e. You will record a lesson on your phone, tablet or computer.
  - i. Make sure that you have room on your electronic device, since videos can take up a lot of space.
  - ii. You may want to do a test run to see what kinds of technical issues you may run into, such as being able to hear or see what is happening.
  - iii. You will want to record the entire lesson, but plan to stop/start recording after 40 minutes to minimize problems with uploading your video. In other words, uploading two videos presents fewer problems that uploading one larger video. Test uploading videos in advance so that you understand the process.
  - iv. Your cooperating teacher or some other adult, may need to help you with the camera aspects, such as zooming or moving it around.
  - v. If you need different equipment, such as a microphone or a dedicated video camera or tripod, Studio M on the second floor of Walb has equipment that you can reserve and checkout. They can help you transfer your videos from their camcorders. They can help you compress your videos, if needed. Please call and schedule an appointment. When you schedule an appointment, make sure they know what you are needing so that they can have those persons available to help you. Contact John Nicklin, Studio M Coordinator, at 260-481-0114 or [nicklinj@pfw.edu](mailto:nicklinj@pfw.edu).
- f. You will upload your videos to BrightSpace via the link in the Remote Observations module. You absolutely may NOT upload it to any other site, such as YouTube, Vimeo, etc. Depending on the size of your video, your equipment, and the connection of your internet, this may be quick or it may take some time to upload.
- g. You will upload your videos using the "Remote Observation" link in BrightSpace.
- h. After you have uploaded it, watch the video and add comments to it, so that your supervisor will know what he/she is seeing in the video and what you

were thinking at the time/upon reflection of watching the video. In other words, this is your time to analyze your teaching, the students' learning, and any other salient features in the video. This is a good time to ask your supervisor questions about something that was happening during the lesson.

- i. You will also upload your lesson plan that corresponds to the video.
- j. After you have annotated the video, please let your supervisor know via their preferred method of communication that the video is ready for observing. There is **NO notification** in BrightSpace at the video has been uploaded or comments have been made; just as you won't receive any notification when your US reviews/comments on your video.
- k. After your supervisor reviews/comments on your video, he/she will schedule a time to go over that with you so that you can talk about it over video conference or the phone.